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ABSTRACT

A study explored the possible causes of low performance in history examinations by teaching candidates in Kenya. Questionnaires were sent to primary and secondary school students and teachers, preservice students in teacher colleges, college history lecturers, and school and college heads. The questionnaires attempted to determine the attitudes of both learners and teachers toward history, the history syllabus, methods of teaching history, resources for learning and teaching, and inservice opportunities for history teachers. The purpose was to identify how much certain factors have contributed to low performance: (1) students' academic background and attitude toward history; (2) teachers' qualifications and attitudes; (3) availability of teaching and learning resources; (4) teaching and learning methods and inservicing of teachers; (5) teaching load of school staffs; (6) number of required subjects for students; (7) professional commitment on the part of teachers and preservice teacher candidates; and (8) the scope of the history syllabus. Findings in each category of the surveyed populations are presented in tabular format accompanied by narrative analysis. Recommendations are made for improving history instruction at all grade levels, from primary schools through teacher colleges. (JD)

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African Studies in Curriculum Development & Evaluation

General Editors: *Peter Sachsenmeier*
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No. 98

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LOW PERFORMANCE IN HISTORY PRIMARY TEACHERS EXAMINATION IN KENYA.

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This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

AN EXAMINATION OF THE CAUSES OF LOW PERFORMANCE IN HISTORY AT THE KENYA PRIMARY TEACHERS EXAMINATION

BY

S.N. AJWANG-OJUKA

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE POST GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT OF THE UNIVERSITY OF NAIROBI.

AUGUST 1983

DECLARATION

This Research Project is my original work and has not been presented for a degree/diploma in any other University.

_____

S.N. AJWANG-OJUKA

This Research Project has been submitted for examination with our approval as University Supervisors.

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DEDICATION

To my late Father Philomon Ojuka Ogutu who passed away 6 p.m., Saturday 28th April, 1979 - and my Mother Ogada; my late grandmother Semo-Nyo-Ogwagi with whom I stayed during part of my primary education - and my elder brother, Josiah Opige Aloo, who made sure that I got my education.

Preface:

There are two types of tables used in this report. The first category of tables contain Kenya National Examination Results for Primary Teachers Colleges. Information was extracted from computer results sheets sent to various colleges by the Kenya National Examinations Council every year. The years covered go as far back as 1975. The tables appear as from page 30 of the report. The Colleges covered include Asumbi, Kamagambo, Kisii, and Kagumo and Highridge. The other category contains Response data analysis corresponding to questionnaires of appendices A to F. These Data tables are appropriately located within the text. Classification D simply stands for Response Data analysis while R stands for Kenya National Examination Results.

Acknowledgements:

A research project like this one cannot succeed let alone getting off the ground without guidance and help from as many people as possible. I wish to put in print my most heartfelt appreciation to many individuals who played different roles to help me get to this stage. This was my first real venture into research world. I had just tasted a bit of it in 1976 when my teacher Dr. Henry Okello Ayot honoured me to be one of his research assistants-where I covered the history of Gem people-settlements-South Nyanza District. From such I got thirst and impetus for more research to come. Otherwise I started this project while as green as green can be.

First and foremost I would like to thank Dr. Peter Sachsenmeier and his team for having selected me to be a student in African Curriculum Organization (ACO) Basic Training Course in Systematic Curriculum Development.

I am deeply indebted to my supervisors Dr. Henry Okello Ayot - Chairman of Department of Communication Technology, Kenyatta University College; Mr. Sylvester Dioh from Cameroon - ACO Educational Planner. Dr. Ayot gave me all the encouragement, enthusiasm and take off speed necessary for such undertaking. He made available to me some literature that gave me invaluable guide. His moral support when we accidentally met at Kisii College in July during my research tour was timely. Mr. Sylvester Dioh carefully ploughed through my research proposal to give meaning to it. He was also instrumental in shaping and final printing of my research questionnaires.

Dr. Kofi Quansah, ACO research specialist from Ghana, needs special mention. He gave to us invaluable professional guidance on research format and structure. This is reflected in the shape and course that this report has taken. His personal encouragement to me, in May, about the significance of this part of the course gave me some of the necessary final pushes.

I would like to thank my Second Year Students at Asumbi Teachers College who helped me to administer some questionnaires to their various Teaching Practice Schools.

It is not easy to get response through Posting. In this connection, I would wish to appreciate highly the Principals of Mosoriot Teachers' College, Kamwenja Teachers' College, Messers Thomas Sambu and D.J. Owino respectively for their cooperation. They are the only heads who sent back duly filled questionnaires. In the same manner, I thank my fellow course participant Mr. Algai Othieno of Kericho Teachers College who managed to get a History Lecturer from the College to respond.

I am also grateful to Headmasters of the Primary Schools I handled - Mr. Ben Nyangaya of Rangi Primary School, Mr. John Otieno of Luora Primary School, Mr. Thomas Matoke of Daraja Mbili Primary School, Sister Jane and Mr. Oyombe of Asumbi Girls Primary School, Mr. W. Owire of Asumbi Mixed Primary School and his standard Seven History Teacher.

For the Colleges I visited in person I would offer my appreciation to the following Mr. John Raburu of Siriba Teachers College - the only respondent; The Principals of Kamagambo Teachers College, Kisii Teachers College, Highridge Teachers' College - Mr. Gordon Mogeni, Mr. Ben Ogutu, Mrs. Githaiga respectively. They gave me the hearing and service I mostly needed. At Kamagambo I got almost all privileges due to a visitor for two days. At Kisii College I made two visits. Both the Deputy Principal Mr. Eluid Gathuma, the Dean of Curriculum - Mr. Bob Aloo taxed themselves more to make sure I got the students to respond to the extent of withholding lectures.

For my research in Secondary Section my sincere thanks go to Mr. Obiero of Asumbi Girls High School; Mr. Ojero of Maseno National School and Mr. Leonard Opola who gave me full accommodation - Maseno School, Mr. Ogol - the Headmaster Orero Secondary School.

In many occasions, I needed where to eat and sleep. In this connection, I am extremely grateful and indebted to the following:- Mr. Maurice Obiero, Deputy Principal Highridge Teachers College, Mr. Reuben Ogalo Opundo - a tutor Kisii Teachers' College, Mr. Jared Oyier - Bursar and at the same time Deputy Princpal Kamagambo Teachers College - who not only provided me with the necessary data but made sure they were typed and got photocopies using College machine.

I would like to put it in record that my colleagues at Asumbi Teachers College contributed in many ways - my predecessors in the Course Messers Awuor and Onganga challenged me to work harder for they had succeeded in theirs; Messers Otieno Peter, M.O. Mwalo both of Asumbi T.T.C. and Mr. Alila (Asumbi Girls High Schools) provided both academic and Social environment.

The list of those who helped me is endless. The following Senior Officers at Asumbi Teachers College helped me as far as they would - The Dean of Curriculum - Mr. Stanley Namach, the Deputy Principal - Mr. Owino-Were, the Principal - Mr. S.J. Ondego, Mr. Stephen Ajuang Anyanga - maternal cousin who gave me full accommodation - Nairobi, all coordinated so that I got valuable data not only from Asumbi but also from Kagumo Teachers College. I discovered as I went through Examination Files that the two institutions had been exchanging data for comparison and so on - thus I got Kagumo College Data at Asumbi.

Last but not least my thanks go to Mr. Moses Ngare - Asumbi Teachers' College Librarian who gave me encouragement and allowed me access to the Library evn at odd hours.

Otherwise I am liable for any views and errors depicted in this report.

S.N. Ajwang-Ojuka

Asumbi Teachers' College
August 1983

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Background of the Study

From time immemorial man has been trying to expand his knowledge about himself and about his environment. Formal school education as we know it in Africa came to us from the Western World which in turn benefited from Greek Civilization of the past. Greece produced scholars and philosophers like Socrates and Plato. According to Plato a leader must excel in philosophy i.e. a leader should be a philosopher king. All knowledge pegged on philosophy and metaphysics was a branch that attempted to explain origins of things including man. Gradually various disciplines emerged focussing on man and his environment. For example Geography and History. Geography deals with man in space while History sees man through time. From the two, we are told, other disciplines we know to-day emerged. So it may be safe to argue that History as an area of knowledge is almost as old as man himself. What then is History?

The Concise Oxford Dictionary, Sixth Edition, New Edition 1976 describes History as

> "Continuous methodical record of important or public events; study of past events, especially human affairs; whole train of events connected with nations, person, thing, etc; systematic account of natural phenomena".

The Longmans English Larousse, The New Encyclopaedia Dictionary, New Impression 1973 defines History as

> "a record of past events, usually with an interpretation of their cause and an assessment of their importance; the study and writing of such records; past events; a narrative of real or fictitious events connected with a particular person, country object, etc."

Even historians don't agree as to what history is. The word comes from the Greek historia which simply means enquiry - reflected in the term natural history which is a methodical account of natural objects, especially animals. For the purpose of this study we can agree to define history as that which deals with man's past events and relate them to the present events and uses both to predict or focus on the future. Despite such definition, Eurocentric historians believed for a long time that Africa had no history. To them Africa was full of darkness and wars etc. which didn't merit being history. Any History in Africa only exists with the arrival of the whitemen. Generally, Europeans had low opinion about Africa and Africans.

Professor Zins notes:

> Rev. Horace Waller e.g. describing the Yaos of East Africa with obvious distaste, noted from the shape of their heads that "although they had just room for some brains.....certainly a phenologist would say there was no depth of feeling, or kindness, or nobility in them"
>
> "Victorians", Zins argues, "held the African culture, whose functioning they did not properly understand, to be inferior, although they sometimes admired some aspects of the African life (for instance the bravery and courage of some African tribes). Cultural arrogance and the ignorance of African history which prevailed until very recent times allowed Europeans to assume that the Negro had no history, no religion, no intelligence. That he belonged to a different world. The racist element was quite obvious in these theories which were preparing the European public opinion to accept the ideology of colonialism and imperialism at the end of the 19th Century"[1].

Karen Blixen, in her book, Out of Africa, does not have positive and kind words for Africans:

"It was not easy to get to know the Natives. They were quick of hearing and evanescent; if you frightened them they could withdraw into a world of their own, in a second, like the wild animals which at an abrupt movement from you are gone, simply are not there. Until you know a Native well, it was almost impossible to get a straight answer from him. To a direct question as to how many cows he had, he had an eluding reply 'As many as I told you yesterday'. It goes against the feelings of Europeans to be answered in such a manner, it very likely goes against the feelings of the Natives to be questioned in this way. If we pressed or pursued them to get an explanation of their behaviour out of them, they receded as long as they possibly could, and then they used a grotesque humorous fantasy to lead us on the wrong track... When we really did break into the Natives existence, they behaved like ants, when you poke a stick into their ant-hill; they wiped out the damage with unwearied energy, swiftly and silently, - as if obliterating an unseemly action"[2].

It is also interesting to read what Karen says in Chapter Two of the same book about her encounter with Kamante:

"Kamante was a small Kikuyu boy, the son of one of my squatters. I used to know my squatter children well, for they both worked for me on the farm, and used to be up round my house herding their goats on the lawns, in the faith that here something of interest might always occur. But Kamante must have lived on the farm for some years before I ever met him; I suppose that he had been leading a seclusive existence, like a sick animal.

"I came upon him", Karen says, "for the first time one day when I was riding across the plain of the farm and he was herding his people's goats there. He was the most pitiful object that you could set eyes on. His head was big and his body terribly small and thin, the elbows and knees stood out like knots on a stick and both his legs were covered with deep running sores from the thigh to the heel. Here on the plain he looked extraordinarily small, so that it struck you as a strange thing that so much suffering could be condensed into a single point. When I stopped and spoke to him, he did not answer, and hardly appeared to see me. In his flat, angular, harrassed, and infinitely patient face, the eyes were without glance, dim like the eyes of a dead person. He looked as if he could not have more than a few weeks to live in, and you expected to see the vultures, which are never far away from death on the plain, high up in the pale burning air over his head. I told him to come round to my house the next morning, so that I could try to cure him"[3].

Afrocentric historians have fought gallantly and have won the day. Basil Davidson is not mincing his words when he writes:

"ONE OUTSTANDING FACT about the old states of Africa well understood in earlier times but afterwards forgotten, is that they were seldom or never conquered from outside the continent. They resisted invasion. They remained inviolate. Only here and there along the coast could European men at arms gain foothold even when they tried to win more. The Moorish states of Northern Africa had little luck with their overland invasions of the South, and were in the end frustrated and forced to withdraw.

"Writers of colonial period have sometimes explained this fact of successful African resistance by reference to the climate and the mosquito. Certainly, Malaria and the sun were grim discourages of foreign invasion. Yet the early records indicate another and more persuasive safeguard against conquest. They point to the striking power of African armies. It was the military factor time and again which proved decisive."[4]

Davidson continues to argue:

"Those who travelled in Africa knew better. 'With neuseating presumption' complained Father Cavazzi of the states of the Congo in 1687, 'these nations think themselves the foremost men in the world, and nothing will persuade them to the contrary..... They imagine that Africa is not only the greatest part of the world, but also the happiest and most agreeable. The lords of Congo, he found, were even more arrogant. 'Similar opinions are held by the king himself, but in a manner still more remarkable. For he is persuaded that there is no other monarch in the world who is his equal or exceeds him in power or the abundance of wealth"....[5]

The fact that Africa had, and still has, history is, therefore, no longer debatable. The problem now is about how much to teach and how to teach at a given level of education. History as a study in post-independence countries has built on the foundation made by colonial powers. For example, Kenya has built hers on English experience and practice.

Crokall[6] tells us that in England the serious teaching of History as a study was began by Dr. Arnold at Rugby, one of the England's most famous schools, and from here it spread to Harrow another famous school. History teachers emerged in sufficient numbers to allow secondary schools generally to adopt Dr. Arnold's history syllabus when the

school of Modern History was started at Oxford in 1872 and the Historical Tripos at Cambridge in 1874. In the primary schools, in 1856, it was usual to give three quarters of an hour each week to the teaching of English history for the older pupils only. We are told that the teachers were even less competent than their secondary school colleagues to teach the subject, and they depended on readers of a most mechanical kind. History became a fully recognized optional subject with a properly prepared syllabus in 1881 and yet compulsory primary education was introduced in 1870. Crokkall argues that it would be wrong to assume from all this that in earlier times no history was taught to the young. History of some kind has been a feature of almost every educational curriculum known to us. Often it has been a selection of historical material used with some other end in view rather than history as a subject in itself. The Greeks, for instance, used the legendary stories told by Homer as a training in citizenship; the Romans turned to the past as a storehouse of suitable material for oratory; in the so-called Dark Ages, the Laws of Charlenmagne in Europe and the Laws of Alfred in England were expounded to the young as a means of character training; in the European Middle Ages, the Church taught Church history so as to reinforce the doctrines by which it lived; the Elizabethan Age in England saw the beginning of patriotic history - the story of great military achievement in England's past; the teaching of tribal history and social customs was part of the educational systems of most African societies before these were unhappily swept away by the coming of Europeans in the west and south and Arabs in the east of the continent.

History has a role to play in any given nation. It is the study of the people and the events which have helped to make things what they are now - to understand the present we must often direct our thoughts to the past. Children will only come to feel deeply about their society if they have learnt something of its origins and its growth.

Crokall has an extract which runs:-

> "For what, in the last resort, is a nation, but a memory? It is not a distinct geographical boundary. It is not a common language. It is not a common government. It is a tradition, a memory. And that tradition, that memory is perceived through history; and the kind of history that enshrines that memory is emotionally speaking the most powerful, and many would say the most useful. Can we expect national systems of education to ignore, in history, the roots of the nation?"[7]

History is so wide such that not all history, of say a given nation, can be taught in schools. Apart from that, a teacher should not expect history to have the same value for his pupils as it has for himself. Political cause and effect, for example, cannot be understood by a child of 10; tolerance as an intellectual concept can have little meaning until the age of 15 or 16. A teacher has to consider the nature of the growing child who should not be over-stretched by asking more than he/she is able to give - and should not be given more than he/she can receive. The teacher should concentrate on what is relevant.

The task of the history teacher is to 'recreate a part which is significant and intelligible'[8] A historian is not just chronicler of events; he must also structure and interprete the past. Just as historians need to do this for ordinary people, history teachers have to perform this task for their pupils, or better still, teach them to do it for themselves. Countries may justify teaching history on various grounds. For example, the history syllabus for general education schools in Poland states one of the main goals of history teaching to be: 'Education in a spirit of respect for other peoples and for their cultural achievements; education in a spirit of humanism, tolerance and rapprochement between peoples'. The history syllabus for Soviet schools states that history teaching must

lead to the formation of internationalist qualitites in pupils. One purpose for teaching history in Czechoslovakia is to establish a feeling of respect for other peoples and to shape an internationalist person. In the German Democratic Republic, one purpose of social studies is stated as "Teaching must be aimed at educating pupils in a spirit of respect and friendship for other peoples. Students must understand that all forms of aggression and racial hatred or racial discrimination are inimical to humanity and constitute a crime against it"[9]

1:2 History as a school subject in Kenya

In Kenya we had Ominde report of 1964, the first post-independence commission to look at education in national perspective, which said "History is not just an object of human curiosity but a source of that emotional security that gives maturity, stability and self-confidence".

In 1976, another important commission was set to examine education in Kenya - the National Committee on Educational Objectives and Policies. It was chaired by the late Peter Gachathi - the then Permanent Secretary Ministry of Education. Gachathi report tells us that a society that cannot define, uphold and teach its values will inevitably be subject to invasion by other values that may have no real survival value in the long run. On the part of curriculum it recommends "...to increase the teaching of cultural subjects giving emphasis to local culture and history but exposing the student to the best of other traditions." The report gave objectives of Education in Kenya as:-

1. National Unity 2. National Development
3. Individual development and Self-Fulfilment.
4. Social Equality 5. Respect and Development of Cultural Heritage. 6. International Consciousness.

History as a discipline has significant part to play in the achievement of the said objectives.

The students who join Kenya Primary Teachers Colleges are chosen from those who have passed the Kenya National Examination i.e. Kenya Certificate of Education or its equivalent. Quite a number of them might have sat History as one of the subjects taken. Many still might have not done History. Be that as it may, the Kenya National Examinations Council gives objectives of the Kenya Certificate of Education History syllabus as:

1. Understand the political, social and economic development that have taken place both in the History of East Africa and the History of one other region of Africa up to the present day.

2. Develop some ability in weighing information and making judgements; in approaching work critically and expressing an opinion.

3. Develop and practice skills in collecting historical material and expressing historical ideas in a cohent and logical manner.

Crookall discusses Principles behind a good History Syllabus[10]. A good history syllabus must satisfy two sets of conditions:

(i) It must make it possible for the teacher to achieve the purposes for which history is taught.

(ii) It must be appropriate for the age and ability of the pupils for whom it is intended.

He summarises the purposes for which history is taught as follows:

a. Teaching children about their past.
b. Perceiving the differences between good and evil.
c. Quickening the imagination
d. Encouraging tolerance.
e. Imparting a sense of human solidarity

f. Training the mind
g. Giving pleasure
h. Helping young people to grow
i. Promoting the powers of reason.

An attempt has been made above to define history and also to show that it is a very important subject in its own right. Very few countries, if any, can do without it in their school curriculum.

1:3 Problem Analysis

History is thus a very important discipline which deserves a place in any educational system. No stone should be left unturned to enhance its popularity. The problem is that in the last few years the subject has become, apparently, very unpopular in the Kenya school system. Candidates' performance in Public Examinations has left a lot to be desired. In comparison to quite a number of subjects, history has been poorly done. Consistent and determined but fruitless efforts have been made for the last nine months to get corroborative statistics from The Kenya National Examinations Council to back the assertion. The Council insists and is adamant that data can only be released to a researcher on production of research permit from the President's Office. Experience has shown that such formalities take too longer a time than period allowed for given research. Consequently the researcher had to get an alternative. This was to visit some colleges and study and analyse computer result sheets sent to Colleges concerned by The Kenya National Examinations Council every year. Both time and financial factors limited the researcher to visit only 5 Primary Teachers Colleges out of 18 colleges in Kenya. The analysis produced 21 tables showing result analysis of the five colleges - namely:

1. Tables one to Five: Kamagambo Teachers College

2. Tables Six to Nine: Asumbi Teachers College

3. Tables ten to Eleven: Highridge Teachers College

4. Tables Twelve to Fifteen: Kagumo Teachers College

5. Tables Sixteen to Twenty one: Kisii Teachers College

There are about 18 Primary Teachers Colleges in Kenya. Students take a two year course at the end of which they sit the Primary Teachers Examination. The writer has been involved since 1976 not only in preparing candidates for the examination but also in the marking exercise. There has been competition among the colleges each trying to be first in examination results. Within individual colleges, subjects also compete for first position. The administration, lecturers and students all work for best performance. Merit ranking is done based on quality of passes and the number of both referrals and failures in a given subject among others. Generally speaking, history has often been one of the worst done subjects in the performance scales. Careful scrutiny of the accompanying tables may reveal the trend. History seems to be one of the best done subjects in Highridge Teachers College - where the College got Fourth position out of Eighteen colleges in both 1981 and 1982 Primary Teachers Examination Results. May be the trend would have been different had the results for other years been available. Next to Highridge Teachers College is Kagumo Teachers College in terms of better performance in History as regards the five Colleges studied. All the same the best position is 5 out of the 18 for many years, History's internal ranking has been improving of late.

Leaving ranking aside, marks scored in History in Kenya Primary Teachers Examination have not been encouraging. Fellow markers have whispered to the researcher that in quite a number of years pass marks have had to be lowered to even below 35% to avoid mass failure. Poor performance in History has tended to be the rule rather than the exception. Consequently History has tended to lose popularity.

Many questions are being asked in an attempt to explain such poor performance and unpopularity of History:

(a) Is it because the teachers lack dedication and proper qualification?

(b) Is it because history is too difficult a subject?

(c) Is it because there are not enough teaching/learning resources?

(d) Is it because of lack of regular in-service courses for History teachers?

(e) Has History lost its credibility in terms of employment and so on?

(f) Is the History syllabus too wide?

(g) Are teachers using poor methods of teaching?

(h) Are teachers too much overloaded to get time for preparation?

(i) Is it because the students have to take too many subjects?

(j) Are students academically too weak to cope?

(k) Is it because the students are forced to take history regardless of their interest and previous performance in Public Examinations like Kenya Certificate of Education?

(l) Is it because the students took to teaching profession as a last resort or as a stepping-stone?

(m) Are Lecturers well remunerated and committed to their work?

1:4 Purpose of the study:

This study, among others, is intended to answer some of the questions raised above as much as possible. It will attempt to explain why such poor performance in history. It should also throw some light on certain assumptions. For example, it has been assumed that history and other Arts Subjects have suffered due to much emphasis given to science subjects. It has also been assumed that poor performance in history is because the students are taking too many subjects. Also the history syllabus is too wide to cover within two years. There is shortage of young, enthusiastic and dedicated history teachers in Primary Teachers' Colleges. The students are not motivated enough.

In brief then the purpose of this study was/is to

(a) Find out possible causes of low performance in History by candidates of Kenya Primary Teachers Examination

(b) Identify how much each of the following, if any, has contributed to the low performance:-

(i) Students academic background and attitude towards History:
(ii) Teachers qualification and attitude
(iii) Availability of teaching/learning resources
(iv) Teaching/learning methods and in-servicing of teachers.
(v) Teaching load of the staff
(vi) Number of subjects the students are supposed to do.
(vii) Professional commitment on the part of teachers and the students.
(viii) Scope of the syllabus and what people think of history.

1:5 Significance of the study

This study is very important because the students/ candidates in question are going out to teach the youth of Kenya wherever they will be teaching. Primary school

teachers do not specialise in subject areas. They are expected to teach all the subjects in the curriculum. It may not be wrong or far from truth to suggest that a teachers' effectiveness and effort in a given subject area will depend on interest and motivation in the subject. Failing an examination obviously kills interest and motivation. The study can be a worthwhile activity if it comes up with some explanation and solutions/recommendations to remedy poor performance in history. The idea is to help make history a subject of pride rather than hate.

Recommendations should focus on what curriculum developers and curriculum implementers and the learners should do to enrich the teaching and the learning of history not only in Primary Teachers Colleges but also at other levels - more so in Primary schools where important preparatory work on the disciplines takes place.

Chaper I Footnotes

1. Zins Henryk, Joseph Conrad and Africa. 1982 Kenya Literature Bureau pp 100-101.

2. Karen Blixen, Out of Africa. 1937. Putnam and Co. Ltd. pp.19-20.

3. Blixen Ibid p.24.

4. Basil Davidson, Black Mother, A Study of the Precolonial connection between Africa and Europe. 1970 Longman Group Limited page 31.

5. Davidson Ibid Page 32.

6. Crookall, R.E. Handbook for History Teachers in Africa Evans Brothers Limited 1972.

7. From an address by E.E.Y. Hales to a Conference on the teaching of history called by the Council of Europe in September 1969.

8. Mehlinger, D. Howard (edit) Unesco Handbook for the Teaching of Social Studies. 1981 Page 53

9. Mehlinger, Ibid. pp. 83-84

10. Crookall, op. cit, Page 42.

CHAPTER 2

METHODOLOGY

Finance and time are two major constraints that limited this research in terms of area covered. The research was concentrated mainly in Nyanza Province. Through shere luck, it was possible to include one institution in Nairobi. One respondent was handled from an institution in Rift Valley Province. It was not possible to visit any institution in Western Province. Two responses were got from Central Province.

All the same the researcher believes that in some cases, findings may apply to whole country. This is more so as regards Primary Teachers Colleges. Selection of students to such colleges is done on national basis and students are picked from nearly all sections of Kenya's communities. It is assumed the findings will/do reflect a general overview of the situation in the country.

2:1 Population:

Questions raised under Problem Analysis above influenced the choice of target population. The core of the research was done in Primary Teachers Colleges for example Asumbi Teachers' College, Kisii Teachers College, Kamagambo Teachers' College etc.

Remote causes of poor performance in History may be traced back to other institutions where the students might have got discouraged or otherwise. Consequently the researcher included in the population some secondary schools and some primary schools adjacent to/attachedto/within proximity of the said Primary Teachers Colleges. The primary schools were limited to those under Asumbi College's influence i.e. where the student teachers do their Teaching Practice. Primary schools have been included because this is where the graduates from the colleges go. Secondary schools come in because the

college intakes are products from secondary schools relatively fresh or otherwise.

2:2 Procedure Adopted For Randomly Selecting the Sample

Both time and finance are key factors that may significantly contribute in limiting any reasonable research undertaking. But population to be covered may be too wide and create a barrier given enough time and money. It is no wonder researchers have resorted to sampling. But sampling may not be simple happy-go-lucky-exercise. I agree with Burroughs when he says:

> "Sampling is a highly sophisticated technique . In educational experiments it has only been adopted in anything like a proper manner in a minority of cases. These have usually been in large-scale national or inter-national experiments. It is manifestly unrealistic to expect that the individual worker will succeed in obtaining anything but a very rough sample and we shall not, therefore, spend too much time discussing details of the ideal. His experimental conclusions will inevitably be very limited in generalizability and he will need to know sufficient only to understand why this is so and what he can do to minimize it. Almost every educational experiment, worthwhile or not, has suffered from this limitation"[1].

Of simple random sample, Burroughs says:

> "By 'at random' we mean 'without bias', i.e. every individual must have the same chance of being picked as every other individual. (Does one put the name back into 'the hat' after selection or not?) The question is raised not in order to solve it but to indicate that things are not always as simple as they appear. If we do, then the same unit may appear again. If we do not, then the size of the population

changes and the 'sampling fraction' e.g. 1/10th, 1/10,000th etc. changes".[2]

Schutte has this to say:

"The concept of randomness has essentially two properties. First in order for a sample to be random, each case has to have an equally likely chance of being drawn. And second, each combination of cases must have the same probability of being chosen. In order for sampling to be independent, both these properties must be met for each draw. In simple random sampling we can assure independence by returning to the same number of total outcomes each time we select a case".

This study/research was concerned mainly with causes of low performance in history by candidates of Primary Teachers Examination. The target sample of population was centred around persons interested in the subject at various levels- namely administration, teaching force and learners. Choice of administrators was not problematic because it involved either Principal or Deputy Principal; Headmaster/Headmistress or Deputy Headmaster/Headmistress of institution visited or contacted.

There are 18 Primary Teachers Colleges in Kenya. The researcher contacted all the 18 heads of the colleges either through writing or through personal visit. It was felt unnecessary to sample out of small population of 18 only.

It was possible to involve only Primary Schools in both South Nyanza and Kisii districts. Sampling was necessary because the number of primary schools run into hundreds. Arbitrarily the number of schools was chosen to be 50. Twenty-six of 50 was sampled systematically i.e. the primary schools where student teachers from Asumbi Teachers College were doing their Teaching Practice - 13 schools in South Nyanza District and 13 schools in Kisii district. The remaining 24 schools were randomly selected out of 40 remaining

schools in South Nyanza where the researcher could go easily. Their names were written on papers (small pieces) - folded and put into a container and shaken to mix them thoroughly. Then twenty four pieces of folded papers were picked from the container. Only the schools picked were included in the sample. Only a few headmasters of the 50 schools were involved. All standard seven history teachers in the schools were involved. It was not possible to involve all standard seven pupils in all the 50 schools. Stratified sample was done so as to include only 5 schools namely, Asumbi Mixed Primary School, Asumbi Girls Boarding Primary School, Daraja Mbili Primary School, Rangi and Luora Primary Schools. Selection of the five schools was based on various factors. Asumbi Mixed has pupils from various parts of Kenya given its proximity to Asumbi Teachers College where tutors from different parts of Kenya work and their children or relatives staying with them learn in the mixed school. Asumbi Girls Boarding is one of the best well maintained primary schools in South Nyanza District. Pupils are selected from all over Kenya and they are of diverse socio-economic home background. Daraja Mbili is one of urban primary schools in Kisii Town of Kisii District. Both Rangi and Luora Primary Schools are remote schools in South Nyanza District.

Similarly stratification sampling was done to get 3 secondary schools that research facilities allowed to be involved. Asumbi Girls High, Orero High School, Maseno National School were included. Asumbi Girls High School is one of the best girls high schools in Nyanza Province with students from various parts of Kenya. Orero is private cum Harambee Secondary School in South Nyanza District. Maseno National School is one of the elite schools in Kenya with tradition back to the beginning of formal western style of education in Kenya. Using quota system the school has to select at least a couple of students from almost every province in Kenya. Otherwise Maseno is to take the cream of pupils who have performed will in Certificate of Primary Education (C.P.E.) Examinations done at the end of

standard seven. It is the only one of its kind in Nyanza Province.

It was not possible and necessary to involve all the students at Asumbi Teachers College. It was decided to leave out all First Year Students in all colleges involved because they had not done Teaching Practice. Random sampling was done to get the respondents in colleges visited. Sampling was not necessary in Kamagambo Teachers' College because Second Year students are only 40 in number.

2:3 Instruments for Data Collection

a) i) Standard Seven Pupil questionnaire.
ii) Standard Seven History Teacher Questionnaire
iii) Form Four Student questionnaire
iv) College Student questionnaire
v) College History Lecturer questionnaire
vi) College Head questionnaire

b) Casual interview/discussion with College Heads, Primary schools heads, College Lecturers, Form Four history teachers etc.

Six different types of questionnaires were drawn as suggested above. Their format was almost the same although questions differed according to status and role of respondents. See the attached appendices A to F for the said questionnaires. Student respondents ranged from standard seven to those in the Primary Teachers Colleges. Teachers who responded were from Primary schools to Primary Teachers College Lecturers.

For convenience administrators who responded were those heading the Primary Teachers Colleges. It is no wonder expected information differed according to given questionnaire.

Each questionnaire had subcategories. The first set of questions were for rapport and some sort of identification which was preceded by a statement or so indicating briefly the purpose of the exercise. It was expected that some if not many, respondents might not feel free to be identified at least with some information that might be supplied - more so when it came to evaluating teachers' performance and attitude etc. Consequently items of questionnaire avoided committing the respondents to disclose their names except for heads of the institutions. Generally questions/items were of two types, namely open and closed questions. In open questions the respondents could be free to express their feelings and so on. Closed questions limited the respondents to ticking or simply saying Yes/No.

The questionnaires reflected, among others, the following subsections - attitudes of both learners and teachers towards history, the history syllabus, methods of teaching history and resources both for learning and teaching, inservice opportunities for history teachers, evaluation techniques etc.

Some casual interviews/discussions were held with heads of Primary Schools and Primary Teachers' Colleges, Colleges Lecturers, Form Four history teachers, some secondary school heads whenever opportunities prevailed.

2:4 Administration of Instruments for Data Collection

The questionnaires were administered in three ways. First - the researcher visited a number of institutions in person. Second - responsibility was given to certain individuals to administer some questionnaires on behalf of the researcher. Third - some questionnaires were posted to certain respondents.

There are 18 Primary Teachers Colleges in Kenya. Five of them were visited in person including Asumbi Teachers College where the researcher was based. Response from Siriba Teachers College was rather disappointing save cooperation of one History Lecturer. Apart from communication breakdown, Siriba College is new under the Ministry of Higher Education and is training Diploma students for deployment in Secondary Schools. It could have provided useful data because it was one of the best 18 Primary Teachers Colleges until Primary Teachers Programme got phased out this year. In short the researcher got no useful information from Siriba College and therefore it is excluded from Appendix D data analysis.

It was decided to administer the questionnaire to Second Year Students only because they have done their teaching practices and have better experiences than the First Years to provide more useful information. Again since the research was based on performance in public examination, the second year students are more examination oriented. There are only 40 Second Year students at Kamagambo Teachers College. All of them responded. There are 240 Second Year Students at Kisii Teachers' College. Random sampling was done to select 100 respondents. 240 small pieces of papers were prepared - 100 of them had word 'yes' writeen on while 140 had 'no'. All were mixed in a chalkbox and students were called to come one at a time and pick a paper each.

Finally only those students with 'yes' were allowed to respond. Similarly 40 out of 120 students at Highridge Teachers College and 200 out of 409 students at Asumbi Teachers College responded. The researcher explained questionnaires item by item whenever need arose - and in real sense physical presence paid dividend. Both head of college and history lecturers responded almost at the same time as the students did.

Questionnaires were posted to the rest of the 13 colleges - with return stamped envelopes enclosed - but only 5 colleges sent back returns. So as reflected in figures five and six total of 20 and 9 responses were received from College History Lecturers and College Heads respectively.

All the three secondary schools were visited in person namely Maseno, Orero and Asumbi Girls. At Maseno Form Three students had to respond instead of Form Fours. The best class should have been Form Twos because they (the students have not decided on their elective subjects - but they were considered immature and could not provide desired response. Form Fours were left out because only 14 out of 90 were going to sit History in Kenya Certificate of Education (K.C.E.) Examination. The fourteen are already committed to doing history and would give almost biased response It was not easy to other students not doing history because they were busy revising for end-term examinations in various subjects rooms. So 40 out of 90 Form Three students were sampled to respond.

At Orero Secondary School, History is a popular subject because 62 out of 81 are going to do it in pending K.C.E. Examination. 50 out of 81 Form Four students were randomly sampled to respond regardless of whether they had enrolled to do History or not.

At Asumbi Girls 52 out of 120 Form Fours students are going to do History in their pending K.C.E. Examination. 40 of them were sampled to respond.

In administering questionnaire for Standard Seven history teachers the researcher used students at Asumbi Teachers College - Second Years - who were currently doing their Teaching Practice. Head-student teacher in every school was given questionnaire to forward to the respondents. This was done because the students on Teaching Practice are supposed to be part and parcel of their respective schools and therefore the regular teachers should be considered their colleagues. Thus 26 questionnaires were sent out plus 20 questionnaires to Daraja Mbili Primary School for Standard Seven pupils. The other 24 Primary Schools were sampled as explained in 2:2 above.

Heads of Rangi and Luora Primary schools were delegated to the responsibility of administering questionnaires to their standard seven pupils - after briefing and discussion with the researcher at Asumbi Teachers College. Otherwise the researcher physically administered questionnaires to standard seven and history teachers at Asumbi Mixed and Asumbi Girls Boarding primary schools. 30 out of 70 Standard Seven pupils at Asumbi Mixed were randomly sampled to respond while 20 out 48 pupils at Asumbi Girls did so.

When it came to analysing response data it would appear that there was more reliability where the researcher handled and administered the questionnaires in person.

Chapter 2 Footnotes

1. Burroughs, G.E.R., Design and analysis in Educational Research. Educational Minograph No.8 University of Birmingham. Second Edition 1975. Publishers Educational Review. Page 56.

2. Burroughs, Ibid Page 58

3. Schutte, G.J. Everything you always wanted to know about elementary statistics. 1977 Prentice-Hall Inc. Englewood Cliffs, New Jersey pp.102-103.

CHAPTER 3

RESULTS/DATA ANALYSIS

This chapter is mainly a case report of evidence/ findings of the objectives set as indicated in 1:3 - problem analysis and 1:4 - purpose of the study - of the previous chapter.

Burroughs seems to think that research report may not totally reflect the actual research done step by step. Let us read and ponder on what he says:

> "In reporting a research one is telling a story... One should clearly know for whom the story is intended. One should be aware of the fact that people do not carry out research in the way they seem to suggest they have carried it out in their reports. In simplest terms this is because the discovery of a notion and its verification are two distinct processes which in a report are written of as if they were continuous logically developing process. There is necessarily a degree of logical structure in a report which never obtained and never could obtain in the research process. But as a story, that is as an act of communication, this imposition of a logical structure , though false, is essential. The reader can never pass through all the stages which the research worker passed through; this logical sequence in reporting meets instead the needs of his understanding...."[1]

Administering the questionnaires to various respondents appeared, relatively speaking, simple mechanical process - though both delay in response and refusal to respond added some headache to the exercise. Analysing and tabulating responses proved a difficult job. At least attempt was made as reflected in the Research Analysis Tables 1 to 6 corresponding to questionnaires A to F. The tables, in

most cases, indicate total population and sample taken to respond per given class/institution etc. In every item of the questionnaires, the number of respondents was computed and translated into percentage of the sample taken or total number of respondents. The readers are encouraged to study the tables carefully for more information and better details which may not appear in the script. The tables should be studied in conjunction with about 13 questions raised under Problem analysis of chapter 1 1:3 and also in line with Purpose of Study Chapter I, 1:4.

Tables 1 and 2 are as a result of analysing responses to questionnaires concerned with teaching and learning of history in Primary schools. Table one is about standard seven pupils responses. It appeared the pupils were not quite objective and independent in their assessment of both history as a subject and the history teacher. There was contradiction and inconsistency where there should have been sameness or similarity. For example the same cannot have test in History many times as well as not many times - no test at all. Some responses indicated lack of understanding especially in item six where pupils indicated lack of understanding and inviting speakers as methods most used while in practice the two methods are rarely used in schools. For example 65% of respondents at Tangi Primary School opted to suggest visiting places as the method most used. This is far from truth as far as the researcher is aware.

Generally speaking significant percentage of respondents showed positive attitude towards history and history teachers. It was evident from response in item 7 that pupils depend on getting their history notes by copying from their teachers. This is contrary to modern trends in History methods. According to response to item 10, quite a number of teachers seem not to make up for a period lost due to one reason or another. At Daraja

Mbili Primary School 70% of the respondents indicated that they do what they like.

Respondents at Rangi Primary School didn't know what to do with items 11 to 15. Item 15 required the pupils to show subject that would wish to stop in Certificate of Primary Education Examination (C.P.E), 45%, 46..67%, 20% and 70% of respondents at Daraga Mbili, Asumbi Mixed, Asumbi Girls and Luora respectively opted to stop General Paper. One could easily infer that History would be stopped since it is included in the General Paper.

Table 2 shows the analysis of responses from Standard Seven history teachers. It was found that 30% of the teachers involved were untrained. Normally P4 is the lowest and P1 the highest grade of the trained teachers in Kenyan Primary Schools. A P1 teacher can be promoted to S1 status. S1 is the lowest grade of trained teacher in Secondary Schools - so S1 teacher in Primary School is either a promoted P1 teacher or a 'demoted' secondary school teacher. S1 category formed 6%; P2s were 20%. Majority of the teaching force appeared to be P1s with 44%. In terms of teaching experience 40% of the teachers had taught for three years or less.

60% of the teachers indicated they don't have enough facilities like books, syllabus etc. for teaching History. 30% indicated there are no pupils text books. At least every teacher had Teachers Reference Books - 70% indicated having two teachers Reference books.

Through interviews with some headmasters, the researcher came to learn that in Primary Schools there is no overloading or the idea of overloading should not arise. It is no wonder that only 10% of the respondents showed they are overloaded. 10% felt underworked - otherwise 80% stated workload is fair.

Item 11 wanted the teachers to show other methods they use in implementing history syllabus apart from normal classroom teaching. Only 30% had some sensible alternative. Item 12 wanted them to show methods of evaluating success or otherwise of their history lessons. Only 50% seemed to understand what evaluation means.

In item 13 the teachers should have evaluated the history syllabus. Quite a very negligible number of the respondents knew what to say or what evaluation meant. Items 14 and 15 were concerned with attendance of in-service course to improve teaching of history. Only a handful of teachers had attended some kind of in-service course and in any case at Divisional Level. There was no District/ Provincial/National in-service course attended.

Item 16 was about rating history teaching in relation to other subjects. 50% of the teachers opted that history is essential and should be compulsory.

All said and done within the research area Table 2 highlights the following salient research findings:-

a- A large proportion of history teachers are untrained
b- Many history teachers are young in the field
c- There are not enough facilities for teaching history
d- A couple of classes are too large for efficient teaching and learning process
e- Many teachers don't have diversified methods of implementing history syllabus.
f- Many teachers don't know what evaluating success of a lesson involves.
g- At least in every school there are some pupils and teachers books.
h- Many teachers agree history is essential
i- Many teachers feel they are not overloaded.

RESEARCH ANALYSIS

TABLES

APPENDIX A: RESPONSE DATA ANALYSIS: STANDARD SEVEN PUPIL:QUESTIONNNAIRE

ITEM	DARAJA MBILI TOTAL =30 SAMPLE=20 Sample % = 66.67		ASUMBI MIXED TOTAL =70 SAMPLE=30 Sample % =42.85		ASUMBI GIRLS TOTAL =48 SAMPLE=20 Sample % = 41.67		LUORA TOTAL =50 SAMPLE=20 Sample % = 40		RANGI TOTAL =20 SAMPLE=20 Sample % = 100	
	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%	No. of Respondents	%
3. Subject liked most (History)	2	10	12	40	3	15	3	15		
4. Subject disliked most (History)					2	10	1	5		
5. Degree of liking History										
A. Very much	11	55	22	73.33	7	35	9	45	17	85
B. Moderately	6	30	8	26.67	10	50	8	40	2	10
C. I don't like it					1	5	2	10		
D. I don't know	3	15			2	10				
6. Method most used										
A. Visiting places	7	35	3	10	4	20	1	5	13	65
B. Inviting speakers	5	25	3	10	2	10	3	15	3	13
C. Dramatizing, story telling etc.	8	40	22	73.33	2	10	15	75	4	20
D. No other					12	60				
7. Getting History Notes:										
A. Copy from the teacher	10	50	14	46.67	5	25	12	60	18	90
B. Make own notes					6	30				
C. Copy from C.P.E. Guides	3	15	1	33.33			1	5		
D. Discuss & make with teacher	5	25	13	43.33	9	45	6	30	2	10
E. No notes	2	10	1	3.33				1	5	
8. Test in History:										
A. Many times	10	50	17	56.67	3	15	13	65	15	75
B. Not many times	7	35	8	26.67	12	60			3	15
C. Once a term			4	13.33	5	25	7	35	2	10
D. We don't have	3	15								
9. Rating History Teacher:										
A. Teaches well but cruel	3	15	2	6.67	5	25	2	10	4	20
B.										
C.										
D.										
E.										

RESEARCH ANALYSIS TABLES

APPENDIX A: ANALYSIS OF DATA CONTINUED: STD. 8 PUPIL QUESTIONNAIRE	DARAJA MBILI		ASUMBI MIXED		ASUMBI GIRLS		LUORA		RANGI	
ITEM	No.	%	No.	%	No.	%	No.	%	No.	%
9. Rating History Teacher:										
B. Teaches poorly but kind	5	25	5	16.67	8	40	7	35	2	10
C. Teaches well & kind	10	50	16	53.33	2	10	6	30	10	50
D. Dosn't prepare well and misses	2	10	7	23.33	4	20	1	5	2	10
E. Teaches difficult things					1	5				
F. Teaches poorly and cruel										
10. How to recover lost period:										
A. Given written work	3	15	5	16.67	2	10	3	15		
B. We do another subject			2	6.67	2	10	2	10		
C. We read what we like	14	70	8	26.67	6	30	5	25		
D. Taught at prep/free time	3	15	15	50	10	50	7	35	16	80
11. Doing End-Term Exams:										
Yes							17	85		
No										
12. Best Position in History Units			24	80	13	65	15	75		
13. Worst Position in History 20			4	13.33	11	55	13	65		
14. Highest Marks										
15. Subject to drop in C.P.E.										
A. Maths	10	50								
B. General Paper	9	45	14	46.67	4	20	14	70		
C. English										

TABLE 2

STD 7 HISTORY TEACHERS

APPENDIX B: RESPONSE DATA ANALYSIS: TOTAL SAMPLE 50 (26 Schools served by Asumbi Teachers College-Teaching Practice - KISII/SOUTH NYANZA DISTRICTS 24 schools from South Nyanza Randomly Sampled)

ITEM	NUMBER OF RESPONDENTS	PERCENTAGE %
4. Professional Qualification of the teacher		
Untrained Teacher	15	30
P4 "		
P3 "		
P2 "	10	20
P1 "	22	44
S1 "	3	6
5. Teaching Experience		
1 - 3 Years	20	40
4 - 7 "	10	20
8 - 11 "	15	30
12 - 15 "	5	10
16+ "		
6. Enough facilities e.g. Books, Syllabus etc. for teaching		
Yes	20	40
No.	30	60
7. Pupils in class		
1 - 30	20	40
31-40	12	24
41-50	10	20
50+	4	8
100+	4	8
8. Pupils Books available	35	70
" " not available	15	30
9. One Teachers Reference Books	10	20
Two Teachers Reference Books	35	70
Three Teachers " "	5	10
10. Overloaded	5	10
Underworked	5	10
Fair	40	80
11. Other methods of implementing History Syllabus	15	30
12. Methods used to evaluate success of History lesson	25	50
16. Rating History		
A. Very dull subject & difficult to		
B. Very enjoyable & easy to teach	10	20
C. No future for employment	15	10
D. Essential & should be compulsory	25	50
E. Not essential & should be optional		

Table 3 contains data analysis as per response of Form Four students from the three selected secondary schools for the research. It was found that students at Maseno National School had superior performance in Certificate of Primary Education (C.P.E.) Examinations - only 2 respondents falling within 30 to 32 points range. The rest had 33 points and above - many still having maximum 36 points (lowest number of points a candidate can score is 3). Asumbi revealed second best performance though only a handful of students managed to fall within 33 to 36 bracket. A few had 25 points and below but not less than 20 points. Orero turned out to be least advantaged as was expected. More than half of the respondents had 25 points and less. Candidates performance in General Paper for the three schools was okay - and it is where history is. So inference can be made that history didn't have a bad start.

Form Four questionnaire wanted, among others, students to evaluate history and their history teachers. They were also required to indicate what they would like to be in future. Items 11 to 15 involved the students in assessing some aspects of their history syllabus. 60%, 62.5% and 6¼% of the respondents from Maseno, Asumbi Girls, and Orero respectively rated history as a very likely and easy subject. The rest of the respondents had negative attitude about history. But none at Asumbi considered history as very dull and difficult. This is simply because all the respondents had selected history as one of their Examination subject - otherwise 25% of them rated history as nothing but dates and past things - 12.5% of the respondents indicated it to have no future for employment.

Generally the students in the three schools spoke well of their history teachers. Chalk and talk, Question and Answer-discussion turned out to be the methods most used in teaching history. Again there was contradiction because in the same class the respondents couldn't agree as to which method was used most. Otherwise history is a popular subject at Orero Secondary school - 62 out of 81 Form Four candidates will do it in their pending Kenya Certificate of Education (K.C.E.) Examinations in November/December 1983. The problem is that the subject teacher uses a method which is losing favour in modern trends in history teaching methods - i.e. reading notes and copying notes on chalkboard - as suggested by 50% of the respondents.

According to response to item 10 only 2.5%, 12.5% and 20% of the respondents from Maseno, Asumbi Girls and Orero respectively would like to be teachers - while 35%, 62.5% and 52% in that order would prefer to be Lawyers. This was not surprising return because traditionally a pass in history has been one of the requirements for those aspiring to do law in their University Education.

It was found out that all these schools do West African history apart from East Africa. The students had very little or no knowledge about both Central and South Africa. So any meaningful assessment would be about West Africa vis-a-vis East Africa. Item 14 and 15 required the respondents to show the region they like and the one they hate most giving reasons. Refer to Table 3 for detailed response analysis. As for the reasons, many respondents did not know the correct/required response. For example one would have given reasons for hating a region for being too difficult or too wide or too dull and so on - and thus evaluating syllabus content etc. but instead some did not like South Africa because of

apartheid policy and so on.

Research in Secondary Schools is significant because students joining the Primary Teachers Colleges were once learners in Secondary Schools either recently or in some distant past. They come to College with already formed opinion in History. According to the research findings, students leave secondary school when they have covered only some regions in African History. Primary Teachers College History syllabus expects the students to cover the whole of Africa and so on. Furthermore, for many students, teaching profession is just taken as the last resort. See item 10 Table 3.

It is not enough to blame lack of enough learning/ teaching facilities. Let us mention what was observed to be happening at Maseno National School - one of the best and well endowed schools in Kenya by any standards. In 1982 only 18 out of 90 candidates sat for History in their Kenya National Certificate of Education Examinations (K.S.E.). This year, 1983, only 14 out of 90 candidates will sit History. Next year, 1984, only 26 out of 90 candidates will sit History. History in this school is done effectively only upto Form II or say upto/in Form I because in Form II the students are already thinking in terms of taking and dropping so and so subject. The researcher held frank and fruitful interview/discussion with the history teacher in the school.

Here Forms I and 2 do non-examinable history course - because Kenya Junior Secondary Examination (K.J.S.E.) done at the end of Form 2 is not done in Government Schools - if we leave out the National Aspect of Maseno School. West Africa, as a region, is covered in Form 3. Form 4s do East Africa. According to the teacher, other regions are opted out because enough and good books are not available. Central Africa is cumbersome and not very consistent. There is lack of competent writers. Otherwise South Africa

is a bit better. (It was also learnt that many Harambee Secondary Schools and other less endowed schools opt to do South Africa together with East Africa). The discussion also revealed that failures in examinations for those who have taken History could be attributable to many factors including:-

a) Discipline problem - for example students from well-to-do home background do not take classroom work seriously.

b) Some students who have had no subject and are allowed to do history on sympathetic ground.

In Maseno school there are compulsory subjects and Electives. Compulsory subjects are English, Mathematics, Geography, Physics, Chemistry and Biology. Electives are taken as follows just to give a few examples:-

a) Industrial Education+ or Agriculture or Business Education*
b) Christian Religious Education or commerce*
c) History or accounts.
d) Literture or Kiswahili.

The above electives/options will change according to the availability of teachers. What was found to be crucial, among others, in determining the candidate' choice of subjects was what to do with subjects taken after leaving school. History is considered to be unproductive or less productive in terms of employment opportunities. Accounts and commerce were found to be popular especially among Form Four drop-outs and Advanced Level (Form six) drop outs - with science bias for they could easily be absorbed in commercial and business areas. Consequently lumping together History and Accounts in the electives was just adding insult to injury against the former. It was also found out that very few Form Sixes if any do choose teaching as career or profession to

+Involves either Power Mechanic or Electrical Technology
*Subjects affecting each other i.e. take one and leave the other

study at University Level. The researcher noted such with concern more so in an institution which is supposed to provide the country with the best manpower available to cater for various departments of the government-teaching being one of the most important ones. The researcher was informed that almost similar pattern obtains at Alliance, Mangu Kakamega - just to mention only a few of the National schools in Kenya. Cases have come up where parents struggle to avoid their children doing Arts instead of science.

TABLE 3

Appendix C Response Data Analysis

FOUR FOUR STUDENT QUESTIONNAIRE

	MASENO		ASUMBI GIRLS		ORERO	
	TOTAL 90 SAMPLE 40=44.44% TAKING HISTORY 26=28.89%		TOTAL 120 TAKING HISTORY 52 = 43.33% SAMPLE 40 = 76.92%		TOTAL 81 TAKING HIS 76.54% Sample 50 61.73%	
ITEM	No. of Respondents	Percentage %	No. of Respondents	Percentage %	No. of Respondents	Per. cent %
7. Rating History						
A. Very dull and difficult	4	10			6	12
B. Very lively and easy	24	60	25	62.5	30	60
C. No future for employment	6	15	5	12.5	10	20
D. Nothing but dates and past things	6	15	10	25	4	8
8. Rating History Teacher						
A. Disorganised					5	10
B. Quite organised	19	47.5	6	15	23	46
C. Very dull	1	2.5			3	
D. Teaches well and shouldn't transfer	19	47.5	22	55	14	28
E. Bad & should go away	1	2.5			5	10
9. Method used most in teaching						
A. Chalk and talk	20	50	15	37.5	10	20
B. Question & answer-discussion	16	40	20	50.0	15	30
C. Dramatization, story telling	2	5				
D. Rating notes/ copying on chalkboard	2	5	5	12.5	25	50
10. What to be in future						
A. Lawyer	14	35	25	62.5	26	52
B. Scientist	10	25			3	
C. Medical Doctor	4	10	7	17.5	10	20
D. Teacher	1	2.5	5	12.5	10	20
E. Undecided	11	27.5	3	7.5	1	

TABLE 3

Appendix C Response Data Analysis FORM FOUR STUDENT QUESTIONNAIRE ITEM	MASENO TOTAL 90 SAMPLE 40=44.44% TAKING HISTORY 26=28.89%		ASUMBI GIRLS TOTAL 120 TAKING HOSTORY 52=43.33% SAMPLE 40= 76.92%		ORERO TOTAL 81 TAKING HISTORY 62=76.54%:Sample 50=61.73%	
	NO.OF RESPONDENTS	PERCENTAGE %	NO.OF RESPONDENTS	PERCENTAGE %	NO.OF RESPONDENTS	PER-CENT-AGE %
7. Rating History						
A. Very dull and difficult	4	10			6	12
B.Very lively and easy	24	60	25	62.5	30	60
C.No future for employment	6	15	5	12.5	10	20
D.Nothing but dates & past things	6	15	10	25	4	8
8. Rating History Teacher						
A. Disorganised			4		5	10
B. Quite organised	19	47.5	6	15	23	46
C. Very dull	1	2.5			3	6
D. Teaches well & shouldn't transfer	19	47.5	22	55	14	28
E. Bad and should go away	1	2.5			5	10
9. Method used most in teaching						
A. Chalk and talk	20	50	15	37.5	10	20
B. Question and answer-discussion	16	40	20	50.0	15	30
C. Dramatization story telling	2	5				
D. Reading notes/copying on chalkboard	2	5	5	12.5	25	50
10.What to be in future						
A. Lawyer	14	35	25	62.5	26	52
B. Scientist	10	25			3	6
C. Medical Doctor	4	10	7	17.5	10	20
D. Teacher	1	2.5	5	12.5	10	20
E. Undecided	11	27.5	3	7.5	1	2

11. Regional prepared for WEST AFRICA

ITEM	MASENO NATIONAL SCHOOL				ASUMBI GIRLS				ORERO BOYS			
	WEST AFRICA		EAST AFRICA		WEST AFRICA		EAST AFRICA		WEST AFRICA		EAST AFRICA	
	NO.OF RESPONDENTS	PERCENT %	NO.OF RESPONDENTS	PERCENT %	NO.OF RESPONDENTS	PERCENT %	NO.OF RESPONDENTS	PERCENT %	NO.OF RESPONDENTS	PERCENT %	NO.OF RESPONDENTS	PERCENT %
12. Widest	29	72.5	1	2.5	25	62.5	15	37,5	35	70	5	10
13. Narrowest	1	2.5	3	7.5	14	35	21	52.5	10	20	7	14
14. Hated Most	11	27.5	2	5	34	85	10	25	20	40		
15. Liked Most	25	62.5	10	25	6	15	30	75	14	28	25	50

APPENDIX D: RESPONSE DATA ANALYSIS: COLLEGE STUDENT QUESTIONNAIRE

TABLE 4

	ASUMBI TEACHERS COLLEGE TOTAL 409 SAMPLE 200=48.90%		HIGHRIDGE TEACHERS COLLEGE. TOTAL 120 SAMPLE 40 =33.33%		KISII TEACHERS COLLEGE. TOTAL 40 SAMPLE 40 = 41.67%		KAMAGAMBO TEACHERS COL TOTAL 40 SAMPLE 40 =	
	NO.OF RESPO-NDANTS	PERCENT %	NO.OF RESPO-NDANTS	PERCENT %	NO.OF RESPON-DANTS	PERCENT %	NO.OF RESPO-NDANTS	PERC %
6. Grades got in History:								
Not done	72	36	15	37.5	20	40	13	32.
Distinction 1 and 2	6	3	0	0	0	0	0	0
Credit 3	6	3	5	12.5	4	8	0	0
Credit 4	8	4	3	7.5	1	2	2	5
Credit 5	2	1	0	0	4	8	3	7.
" 6	24	12	2	5	6	12	2	5
Pass 7	26	13	5	12.5	8	16	10	25
Pass 8	32	16	5	12.5	8	16	2	5
Fail 9	23	11.5	5	12.5	3	6	5	12.
7. Those who taught before joining College	118	59	12	30	26	52	12	30
8. Profession in mind while in school - teaching								
First Choice	74	37	8	20	13	26	18	45
Second Choice	42	21	8	20	16	32	11	27.
Third Choice	36	18	6	15	14	28	4	10
9. Those willing to remain a teacher	20	10	2	5	6	12	3	7.5
10. Ranking History in terms of interest								
First	20	10	2	5	2	4	1	2.5
Second and Third	24	12	0	0	12	24	9	22.
Fourth	26	13	3	7.5	4	8	3	7.5
Fifth and Sixth	32	16	0	0	5	10	2	5
Seventh	15	7.5	2	5	3	6	3	7.5
Eighth	18	9	5	12.5	3	6	4	10
Nineth	15	7.5	10	25	4	8	5	12.
Tenth	20	10	0	0	7	14	3	7.5
Eleventh	20	10	2	5	5	10	5	12.
Twelfth	26	13	10	25	8	16	2	5

APPENDIX D: RESPONSE DATA ANALYSIS: COLLEGE STUDENT QUESTIONNAIRE

TABLE 4 Cont'd

	ASUMBI TEACHERS COLLEGE TOTAL 409 SAMPLE 200=48.90%		HIGHRIDGE TEACHERS COLLEGE. TOTAL 120 SAMPLE 40=33.33%		KISII TEACHERS COLLEGE.TOTAL 40 SAMPLE 40= 41.67%		KAMAGAMBO TEACHE COLLEGE TOTAL 40 SAMPLE 40=100%	
	NO.OF RESPO-NDANTS	PERCENT %	NO.OF RESPO-NDANTS	PERCENT %	NO.OF RESPO-NDANTS	PERCENT %	NO.OF RESPO-NDANTS	PERCENT %
11. Subject to be dropped	102	51	20	50	27	54	14	35
12. Opinion about History								
A. Very dull subject	34	17	0	0	3	6	5	12.5
B. Very difficult	42	21	18	45	13	26	9	22.5
C. Enjoyable	56	28	9	22.5	19	38	13	32.5
D. Essential & should be compulsory	50	25	10	25	13	26	10	25
E. Useless and should be optional	16	8			2	4		
Non committal			3	7.5				
13. History syllabus:								
A. Two wide	170	85	35	87.5	46	92	26	65
B. Okay	4	2	2	5	2	4		
C. Narrow	4	2						
D. Relevant	8	4	3	7½5	1	2	1	2.5
E. Irrelevant	6	3						
F. I don't know	4	2			1	2	13	32.5
14. Methods used in learning/teaching History:								
Dramatization	4	2	4	10	2	4	0	0
Lecture	170	85	8	20	42	84	29	72.5
Question and Answer	162	81	16	40	49	98	35	87.5
Discussion	140	70	20	50	41	82	32	80.0
Story telling	46	23	2	5	16	32	11	27.5
Inviting guest speakers	00	00			1	2	0	0
Visits to historical sites	4	2	2	5	3	6	0	0
Projects	4	2	10	25	2	4	1	2.5
Best method for following History:								
Dramatisation			4	10	3	6	1	2.5
Lecture	16	8	4	10	6	12	3	7.5
Question and Answer	40	20			20	40	7	17.5
Discussion	120	60	10	25	22	44	26	65
Story telling	14	7	2	5	2	4	1	2.5
Inviting guest speakers	00	00						
Visits to historical sites	4	2	2	5			1	2.5
Projects								
15. History during Teaching Practice:								
a. Subject easiest and enjoyable to teach	22	11	0	0	14	28	9	22.5
b. Subject hardest and boring to teach	110	55	12	30	28	56	12	30

The reader is referred to Table 4 which contains detailed response data analysis for the four colleges visited in person- namely Asumbi (Where the researcher was based), Highridge, Kisii and Kamagambo Teachers' Colleges. It was found that quite a large number of students had attended average or above average secondary schools in Kenya where facilities would not be a serious limitting factor determining academic performance in their examinations. More than three quarters of the respondents had sat their Kenya Certificate of Education Examinations (K.C.E.) or its equivalent between 1977 and 1981. Only 1 of 380, 2 out of 380 and 6 out of 380 sat their examinations in 1969, 1971 and 1972 respectively. So suggestion that has been aired in certain quarters to the effect that College students are rather too old for serious academic/professional course should not hold water given the research finding that the longest period that a group of students could have lost touch with books is about or not very far away from 14 years.

Item 6 wanted the respondents to name the subjects they did in K.C.E. Examinations or equivalent and the grade they got. This was a very important part of the research because it had direct bearing on students academic background as far as history is concerned - and could help answer a question raised linking poor performance and unpopularity of history in examinations with the idea of forcing students to take history regardless of their interest and previous performance in Public Examinations like Kenya Certificate of Education. This research revealed that 36%, 37.5%, 40% and 32.5% of the respondents at Asumbi, Highridge, Kisii and Kamagambo Teachers' Colleges respectively never did History at all in their K.C.E. or equivalent Examinations. Of those who did none got Distinction 1 and 2 except 3% of the respondents at Asumbi Teachers' College.

A greater number got lowest credit i.e. credit 6 or got weak passes 7 and 8 or failed as indicated in Table 4.

Quite a very large number of students had taught before joining College - and many still had teaching profession in mind while still in Primary/Secondary school. (See Table 4 for details). This finding al most rules out the suggestion that the students might have taken to teaching profession as a last resort. But it may not be realistic to throw out the idea that teaching was taken as a stepping-stone because according to respondents from Asumbi, Highridge, Kisii and Kamagambo Teachers College respectively indicated they would remain teachers even in future. The rest opted for various professions or lines of work.

Items 10 wanted the respondents to rank History in terms of interest. Less than half of all the respondents chose history among their first best five subjects. 13%, 25%, 16% and 5% of the respondents at Asumbi, Highridge, Kisii and Kamagambo Teachers' Colleges respectively ranked it twelfth or the most hated. Some respondents even did not have room for history among their best twelve subjects. If they had chance, 51%, 50%, 54% and 35% of the respondents at Asumbi, Highridge, Kisii and Kamagambo Teachers Colleges respectively would drop history. Item 12 wanted the respondents to give their opinion about History. It was only at Highridge Teachers' College where no respondent considered History very dull subject although 45% of the respondents from the college considered it a very difficult subject - Otherwise in every college over 20% of the respondents thought of History as a very difficult subject thus tending towards confirming one of the questions raised in Chapter 1, 1:3 as to whether poor performance is due to History being too difficult a subject.

Item 13 wanted the respondents to evaluate their History syllabus. This was another very important part of the

research because it would help throw light on question raised under problem analysis in Chapter 1 which asked "Is the History Syllabus too wide?" Again as stated under the Purpose of study this study was also to find out how far the scope of the syllabus could have contributed to the low performance. 85%, 87.5%. 92% and 65% of the respondents of Asumbi, Highridge, Kisii and Kamagambo Teachers' College respectively considered the Hisotory syllabus as too wide. Such finding tempted the researcher to think that if the research were extended to cover the whole country the verdict of too wide a syllabus would still stand. Only at Asumbi did 4 out of 200 respondents suggest that the syllabus is narrow. The same number said they didn't know what to say about the syllabus. And in Kisii only 1 out of 100 did not know. At Kamagambo Teachers' College the story was rather different. 32.5% of the respondents had never seen the History syllabus at all. We discussed freely as they were responding to the questionnaire. Those who had seen the syllabus had done so just through friends and relatives from other Colleges in Kenya. Non-Kenyas may not get easy access. This is sort of an international College for there are students from Uganda, Tanzania and Burundi etc. Some of them may not feel all that motivated to learn Kenyan History or go through a syllabus geared towards serving interests of Kenyan Primary Schools in the same depth that a Kenyan would.

Item 14 wanted the students to name methods that they have seen being used and also indicate which method makes them follow the subject best. It turned out that Lecture, Question and Answer- and discussion are the methods most used. Inviting guest speakers is the least used or not used at all in learning/teaching of history and so with method of visits to historical sites. The students' choice of method which makes them follow History would naturally depend on methods that their teachers had been using-more so the methods that would involve the learners as well in the learning/teaching process. The

two methods that appeared more than others were - Question and Answer and Discussion. Under problem analysis and purpose of the study subsections of Chapter 1, learning/teaching method was raised as one of the possible factors that could contribute to low performance in History at Primary College Teachers Examination. The findings suggested that History Lecturers do not diversify their teaching methods enough. Methods like inviting guest speakers, visits to historical sistes, projects etc have remained only active on paper. The researcher has been in Primary Teachers Colleges, for the last seven years. He has seen a visit to historical sites being done only once - 1977 at Siriba Teachers College - this was even done only at club level-trip organised by Siriba College Historical Club.

Item 15 wanted to know if the respondents had been out for Teaching Practice. If so they had to indicate subjects that they found easiest and enjoyable to teach and those that proved hardest and boring to teach. The researcher learnt that quite a number of respondents had not had chance to teach History and therefore were not able to say what confidently. History is one of the subjects where candidates perform well at Highridge Teachers' College - and yet not a single respondent from the college suggested it to be one of the easiest and enjoyable to teach. Otherwise 55%, 30%, [illegible] and 30% of the respondents at Asumbi, Highridge, Kisii and Kamagambo Teachers' College respectively considered History as the subject hardest and boring to teach. (See Table 4 for more information).

In brief, the research among the college students revealed, among others, the following salient points:

a- Many stundents had not done History in their previous public examinations and those who did appeared not to have passed very well.

TABLE 5

APPENDIX E: RESPONSE DATA ANALYSIS: COLLEGE HISTORY LECTURERS ITEM	TOTAL 720 NO. OF RESPONDENTS	RESPONDED 20 PERCENTAGE %
3. Academic Qualifications:Approved Teacher	2	10
Graduate Teacher	10	50
Post Graduate Teacher	2	10
4. Professional Qualification:		
Certificate of Teacher Education (S1)	2	10
Diploma in Education		
Approved Teacher	2	10
Bachelor of Education or Equivalent	14	70
Master of Education or Equivalent	2	10
5. History as Major Teaching Subject	17	85
Level of Teaching - Advanced	15	75
- Ordinary	3	15
6. History as Minor Teaching Subject	3	15
7. Designation in College: Tutor	11	55
Assistant Lecturer		
Lecturer	7	35
Senior Lecturer	2	10
8. Teaching Experience:		
1-5 Years	1	5
6-10 Years	10	50
11-15 Years	8	40
16 and more Years	1	5
9. Inservice Courses attended YES	9	45
NO	11	55
10. Workload per week		
A. Overloaded	14	70
B. Normal	6	30
C. Light load		
D. Under loaded		
11. Number of Students in class:		
1-24 students	1	5
25-30 students	5	25
31-35 students	5	25
36-40 students	7	35
41 and above students	2	10
12. Most appropriate method of teaching History:		
A. Lecture	13	65
B. Story telling		
C. Dramatization		
D. Exposition		
E. Question and Answer	7	35
F. Group discussion		
13. Field Trips made in 1982	Only From one Institutio	
14. Projects found most exciting in History	13	65
15. Constraints in implemeting History Curriculum:		
A. Lack of Finance	3	15
B. Lack of adequate learning/teaching resources	12	60
C. Lack of motivation from students		
D. Un-cooperative administration		
E. Inadequate time	5	25

TABLE 5 Cont'd

APPENDIX E: RESPONSE DATA ANALYSIS CONT'D ITEM	NO.OF RESPONDENTS	PERCENTAGE %
16. More interested and easy to teach students		
Male	13	65
Female	7	35
17. Behaviour and attitude of College students:		
A. Un-cooperative	3	15
B. Cooperative	11	55
C. Friendly	5	25
D. Unfriendly	1	5
18. What is killing morale of teaching staff:		
A. Wide salary gap	5	25
B. Promotion through nepotism/brotherization	5	25
C. Lack of adequate learning/teaching facilities	5	25
D. Lack of enough houses	3	15
E. Inefficient administration		
* F. Lack of reinforcement given the absence of a seniority list of the employer.	2	10
19. Response to better paying job outside teaching		
A. Go immediately	6	30
B. Remain a teacher	3	15
C. Think twice	11	55
D. Wait for promotion in College whenever it comes		
20. How come you are a History Teacher?		
A. I have been passing History better than others in Public Examinations	5	25
B. History teaching offers many challenges	8	40
C. I have had no better alternative		
D. Through mere chance	5	25
*E. Genuine interest	2	10

b- Many students had had teaching profession in mind before joining College.

c- Many students would not wish to remain teachers for the rest of their lives.

d- History is not ranked top in priority list of interest and many students would drop it if given the chance.

e- Many students regard History syllabus to be too wide.

f- Many history teachers have not applied all the available methods for learning/teaching of History in Primary Teachers' Colleges.

g- Generally speaking, History is not one of the easiest and enjoyable to teach but rather hardest and boring for student teachers on their Teaching Practice.

Research Findings among College History Lecturers:

Detailed response data analysis is found in Table 5. Response returns were got from 20 History Lecturers (One of which was Senior Lecturer and Head of Social Sciences Department). These included respondents from the following colleges - Asumbi, Highridge, Kamagambo, Kisii, Kamwenja, Mosoriot, Siriba etc. Thus the following provinces were represented - Nyanza, Rift Valley, Central and Nairobi.

It was found that the Lecturers had adequate both academic and Professional qualifications. See Table 5 items 3 and 4. 75% of the Lecturers indicated they could teach History as a major subject upto Advanced level of education - and one of them confidently inserted he could handle the subject up-to University level. 15% of the respondents admitted that History was their minor subject.

Item 7 wanted the respondents to show their designation in their respective colleges. Designation has money and prestige going with it. The lowest grade is that of a tutor while the highest grade - apart from Principal and Deputy Principal - is Senior Lecturer.

The popular term given to tutors is Non graded officers (N.Gs). According to the findings 55%, 35% and 10% of the respondents are Tutors, Lecturers and Senior Lecturers respectively. Therefore the bulk of the History Lecturers are non-graded and consequently are comparatively not well remunerated and could possibly be less committed to their work - other things being equal. 50% of the Lecturers have teaching experience of 6 - 10 Years. One at Kisii had taught for the last 21 years. One from Kamagambo had the shortest teaching experience 1½ years.

Item 9 expected the respondents to state in-service courses and further training undergone for professional improvement as History teacher. This was in line with proposition to find out how far lack of regular in-service courses for History teachers could go to explain poor performance by candidates in History. 45% of the respondants had got some in-service training. 55% had done no in-servicing at all. The most recent in-service courses attended took place in 1980 - one joint seminar of Inspectorate and Kenya Historical Association - the other being for item writing and setting of questions in History held at Westwood Park Hotel for one week. There was in-service for History teachers at Highridge Teachers' College December, 1979 for one week. In 1978 there was one of Adult Education for two weeks at the University of Nairobi. Otherwise one respondant talked of attending item- writing in History organized by Cambridge at Makerere in 1970 for four weeks - and course as History Examiner in 1971 at Makerere for four weeks. So it appears there has never been an in-service course organised specifically for Lecturers of History in Primary Teachers Colleges.

Item 10 had to find out what the Lecturers had to say about their workload per week. This would attempt to explain possibility of linking poor performance in History with too much load on the part of the teaching personnel to give room for preparation and effective teaching. 70% of the respondents indicated they were overloaded.

Generally it was found out that the number of students per class was not too large for effective learning/teaching process. 90% of the respondents showed they had 40 or less students per class. See item 11 of Table 5 for details. There would be high level of student/teacher, student/student interaction. 65% of the respondents chose Lecture as the most appropriate method and practicable for teaching history in their classes. Lecture method is not ranking high among the current methods recommended for learning/teaching of History in our schools.

Item 13 was meant to find out if History Lecturers had organised any field trips for their classes in 1982. Only 1 out of 20 Lecturers had done so - 5% - from Highridge Teachers College. In item 14, 65% of the respondents had some projects to be done in History.

Item 15, the respondents had to show which constraint they found to be a major stumbling block in their efforts to implement History Curriculum in their colleges. This was relevant to the suggestion that students attitude and availability of teaching/learning resources could contribute to low performance in History. 60% of the respondents considered lack of adequate learning/teaching resources to be amajor stumbling block-while 25% thought inadequate time was the one.

It was found generally that students had positive attitude. 65% of the respondents felt that male students were more interested and easy to teach.

Responses were almost balanced on what was killing morale of the teaching staff- see item 18 of Table 5. The researcher took with appreciation addition of response F of item 18 by a respondent from Mosoriot Teachers' College - a Senior Lecturer and Head of Department. The Senior Lecturer felt that it is lack of reinforcement given the absence of a seniority list by the employer which is killing the morale of the teaching staff. However 30% of the respondents indicated they would go immediately if they got a better paying job outside teaching - only 15% thought and indicated they would remain teachers while 55% would think twice. 40% of the

respondants stated they came to be History teachers because History teaching offers many challenges. The Senior Lecturer from Mosoriot again added response E to item 20 to tell us that he came to be a History Teacher through Genuine interest. 25% of the respondents felt that they came to be History teachers because they had been passing History better than others in Public Examinations - this included a Lecturer from Kamagambo teachers College who also argued he would think twice before leaving teaching for a better paying job outside the profession. It was surprising to hear such from a Lecturer who looked extremely overworked and unmotivated and with reduced morale. Kamagambo is a very complex institution with various sections of learning- namely Advanced Level Secondary Section, Ordinary Level Secondary, Teachers College and Ministerial Department. There are no separate teachers for the sections - and one teacher can spread in all the sections. The History Lecturer handles the College section plus the two wings of the Secondary Section. As if that is not enough he teaches Economics in Advanced Secondary Classes. Under such conditions, the researcher argued (and still argues), it is no wonder Kamagambo is always last in Primary Teachers Examination Results (Except in March 1983 Examinations where the College broke the tradition by beating Kaimosi Teachers College to get 17 out of 18 position).

The research among History Lecturers revealed, among others the following salient points:-

a- The Lecturers have proper academic and professional qualification - and many have enough teaching experience.

b- Majority of the Lecturers have not been exposed to in-service courses.

c- Majority of the Lecturers are over-loaded.

d- Majority of the Lecturers use only Lecture method.

e- Field trips are ignored as method of learning/teaching History.

f- There is lack of adequate learning/teaching resources.

TABLE 6

APPENDIX F: RESPONSE DATA ANALYSIS: COLLEGE HEAD QUESTIONNAIRE ITEM	TOTAL 18 NO. OF RESPONDENTS	RESPONDED 9=50% PERCENTAGE %
3. Academic Questions:		
Approved Teacher	1	11.11
Graduate Teacher	8	88.89
4. Professional Qualification:		
Certificate of Teacher Education (S1)		
Diploma in Education	12	22.22
Bachelor of Education or Equivalent	4	44.44
Master of Education or Equivalent	2	22.22
5. History as Major Teaching subject	2	22.22
6. History as Minor Teaching subject	2	22.22
7. Teaching Experience	From 12	To 27 Years
8. History Lecturers		
A. Not motivated	1	11.11
B. Hardworking and cooperative	5	55.55
C. Too young and irresponsible		
D. Old and contented		
E. Innovative		
*F. Fairly Hardworking	3	33.33
9. Enough History Teachers		
Yes	6	66.67
No	3	33.33
10. Enough facilities for learning/teaching History		
A. Yes	3	33.33
B. No	6	66.67
11. Availability of well equipped Library		
A. Yes	2	22.22
B. No	7	77.78
12. Rating History		
A. Very dull subject		
B. No future for employment		
C. Essential and should be compulsory	7	77.78
D. Not essential and should be optional	2	22.22
13. Steps taken to improve learning/teaching of History in College YES	9	100
NO	0	00
14. Staff meetings held in a term		
Once	0	0
Twice	6	66.67
Thrice	3	33.33
15. Suggested improvements for History teaching/ learning in Primary Teachers Colleges		
16. Exposure of History teachers to In-service Trainings: A Yes	5	55.56
B No	4	44.44
17. General assessment of Students in College		
A. Low academic interest i.e. low motivated	5	55.56
B. High academic interest i.e. high motication		
C. Lack morale and discipline		

TABLE 6 Cont'd

APPENDIX F: RESPONSE DATA ANALYSIS: COLLEGE HEAD QUESTIONNAIRE. ITEM	TOTAL 18 NO. OF RESPONDENTS	RESPONDED 9-50? PERCENTAGE %
D. High morale and well disciplined	2	22.22
E. Not easy to handle		
F. Above average in morale and discipline	2	22.22
18. Poor performance in History in Primary Teachers Examinations'		
A. Yes	6	66.67
B. No	3	33.33
Reasons for poor performance		

Research Findings among College Principals

Response returns were received only from 9 out of 18 Colleges - but the 9 represented 4 out of 8 provinces in Kenya namely Nyanza, Rift Valley, Central and Nairobi. The respondents had proper academic and professional qualification. See Table 6 44.44% indicated they could handle History as a minor or major teaching subject. If people have to favour their teaching subjects then more than 50% of the respondents would dislike History and not give it the weight it deserves. 55.55% agreed that their History Lecturers are hardworking and cooperative. The researcher appreciated addition of response F to item 8 by the Principal of Mosoriot Teachers College who felt the History Lecturers are fairly hardworking - in all 33.33% of the respondents felt the same.

66.67% of the respondents felt they had enough History Teachers. This is contradicting the History Lecturers who felt they are overworked. The respondents seemed to have agreed with their Lecturers when in item 10, 66.67% stated they did not have enough facilities for learning/teaching of History. In item 11, 77.78% of the respondents stated that there was lack of well equipped Library. In fact it is because of such drawback in Primary Teachers Colleges that International Development Association (I.D.A.) based in Washington D.C. United Stated of America - gave aid in constructing a large Resource Centre in all the Primary Teachers Colleges in Kenya - starting with the most in need.

77.78% of the respondents agreed that History is essential and should be made compulsory and 100% have taken steps to improve the learning/teaching of History in College.

Item 14 wanted the respondents to show how many staff meetings they hold in a term. They were also to show/name three agenda that often appear in the meetings. 66.67% indicated they hold 2 meetings a term. More than half of the respondents indicated having in their agenda discussion on examinations and improvement of academic standards. Some heads did not feel free to name their agenda and

could only write "Depends on the purpose of the meeting".

In item 16 the respondents had to show whether their History teachers had been exposed to any in-service training or not 55.56% responded in the affirmative. 55.56% of the heads assessed their students as of low academic interest i.e. lowly motivated. Some added response F to item 17 to indicate that their students were above average in morale and discipline.

Item 18 wanted the respondents to confirm the allegation that candidates' performance in History in Primary Teachers Examinations has been very poor in the last few years. 66.67% of the heads confirmed the allegation. The following are some of the reasons they gave, which they thought could contribute towards such poor performance:

a- Some Students come without any proper background in History.
b- Others feel History involves a lot of reading and turn to the options.
c- At times tutors make History dull especially where books are not available and lectures are not followed by assignments.
d- Problem could involve poor setting otherwise the History syllabus appears too wide.
e- May be History teachers lack interest and proper techniques.
f- Teachers have failed to expose the students to History syllabus.
g- Lack of appropriate teaching/learning resources.
h- The students may not realize the significance of History in Society.

In item 15, the college heads had to suggest what improvements to be made as far as learning/teaching of History in Primary Teachers Colleges in Kenya is concerned. The following are some of the suggestions that were put across:-

a- There should be frequent seminars for the History Lecturers.
b- More qualified and experienced staff should be posted to the Colleges to strengthen the current teaching force.
c- The recently built Learning Resource Centres should be equipped and used to make teaching/learning process more interesting.

d- Lack of enough text-books can be minimised by producing low cost books - and other teaching/learning aids.

e- More slides should be used to depict historical facts so as to improve students' understanding of past events.

f- Students who never passed History in Kenya Certificate of Education, Examinstion (K.C.E.) or its equivalent should not be forced to take it.

g- Topics should not appear in the History syllabus unless there are books covering them.

h- More funds should be made available for more books.

i- The syllabus should be pruned to fit into the two year programme that the course entails.

This part of the research was considered, and still is considered, one of the most important sections because it gives the official view of History as a subject. All problems in the colleges reach the principals who have final word as chief accounting and administrative officers in their colleges. It was with such view in mind that the researcher decided to paraphrase their suggestions and recommendations as indicated above.

CHAPTER 3 Footnotes

1. Burroughs, G.E.R. Design and analysis in Educational Research Educational Monograph No.8. University of Birmingham. Second Edition 1975. Publishers Educational Review Page 303.

CHAPTER 4: SUMMARY AND CONCLUSION

4:1. Summary

This project started with background of the study giving some historiography of History as a discipline. For the purpose of this study, it was agreed to define History as that which deals with man's past events and relate them to the present events and uses both to predict or focus on the future. Attempt was made to note that Africa had history. It was also observed that History of some kind has been a feature of almost every educational curriculum known to us. History has a role to play in any given nation. It is the study of the people and the events which have helped to make things what they are now - to understand the present we must often direct our thoughts to the past.

Both Ominde report of 1964 and Ghachathi report of 1976 emphasised the importance of History in Kenyan schools for achievement of Education objectives.

Good history syllabus should help the teacher to achieve purposes of teaching History and should consider the age and ability of the pupils.

Serious observation was made to the effect that performance in History by candidates at various public examinations in Kenya has left a lot to be desired in the last few years especially in Kenya Primary Teachers Examination - consequently History has tended to be unpopular. Questions have been asked, by the general public, which also prompted this research to be done to find out whether the problem lies with: lack of dedication and proper qualification of teachers; History being a difficult subject; lack of regular in-service courses for History teachers; History syllabus being too wide; poor methods of teaching and teachers being overloaded; lack of adequate teaching/learning resources; students' academic background; History having no future for employment; lack of professional commitment on the part of the students; Lecturers promotion and remuneration.

This research is considered significant because the graduates from the Primary Teachers' Colleges are supposed to teach Kenyan youth where-ever they may be posted - given the fact that they do not specialise the subject areas. Poor teachers may produce poor students and therefore give poor foundation to History as a subject.

The target population for this research included standard seven pupils, standard seven History Teachers, Form Four students, Primary Teachers College students, College History Lecturers, College Heads. The population was too large in terms of number and geographical location - as weighed against given time and available research resources - therefore both systematic and random sampling was done to get manageable respondents whose returns are included in this report.

Research instruments were either delivered and administered in person or through briefed agents - who happened to be Asumbi Teachers' College Second Year Students who were on Teaching Practice or they were posted to various respondents with return stamped envelops addressed to the researcher enclosed.

4:2. Findings in relation to objectives

Briefly the findings of his research was as follows:-

a. Primary Schools -

i. A large proportion of History teachers are untrained; young in the field; do not have enough facilities for teaching History; and do not employ diversified methods of implementing History syllabus.

ii. Many teachers do not know what evaluating success of a lesson involves.

iii. Many teachers agree history is essential.

iv. Many teachers feel they are not overloaded and in Primary schools the question of overloading does not arise.

b- Secondary schools -

i. National schools take those who have performed very well as compared to those to Private/Harambee Secondary Schools. In Certificate of Primary Education (C.P.E.) Examinations, performances in General Paper, where History is included, is desirable.

ii. History is rated low in well-to-do schools because there are many subjects to select from with better job-opportunities - for example at Maseno there are about 17 subjects.

iii. Teachers do not vary enough their teaching methods.

iv. Students are limited on their coverage and knowledge of African History to one region only apart from East Africa.

v. Relatively, not many students opt to be teachers in future.

vi. In National schools, parents struggle to make sure that their children are doing sciences and not Arts related subjects like History.

c- Primary Teachers' Colleges.

i. Many students had not done History in their previous public examinations and those who did appeared not to have passed very well.

ii. Many students did not have teaching profession in mind before joining College though majority of trainees would not wish to remain teachers for the rest of their lives.

iii. Many students indicated the History syllabus to be too wide and would even drop the subject completely if given the chance.

iv. Many History Lecturers have not applied all the available methods for learning/teaching of History in Primary Teachers' Colleges.

iv. Many History Lecturers have not applied all the available methods for learning/teaching of History in Primary Teachers' Colleges.

v. Generally speaking, History is not one of the easiest and enjoyable to teach but rather hardest and boring for student teachers on their Teaching Practice.

d. College History Lecturers:

i. Have proper academic and professional qualification and many have enough teaching experience.

ii. Majority have not been exposed to inservice courses.

iii. Majority feel overloaded

iv. Majority use only Lecture method in learning/ teaching process.

v. And field trips are ignored as method of learning/ teaching History.

e. College Principles:

i. Felt low/poor performance in History could be attributed to many factors including the following:

I. Students come to College without proper background in History.

2. At times tutors make History dull where books are not available and Lectures are not followed by assignments.

3. Too wide a syllabus and perhaps poor setting of examinations and quite a number of students not exposed to the History syllabus.

4. Lack of appropriate teaching/learning resources.

5. The students may not realise the significance of History in Society.

ii. Suggested the following improvements, among many, as regards History teaching/learning in Primary Teachers Colleges:

1. Frequent seminars for the History Lecturers.
2. Equip and use recently built Learning Resource Centres.
3. Produce low-cost textbooks to minimise lack of enough learning/teaching resources.
4. Use more slides to depict historical facts.
5. Students who never passed History should not be forced to take it in College.
6. Syllabus should be pruned to fit into the two year programme and topics should not appear in the History Syllabus unless there are books covering them.

4:3 Discussion and Conclusion

This study was done to find out possible reasons behind generally speaking poor performance in History at Kenya Primary Teachers Examination. It has brought out to notice the attitude of both the learners and the teachers towards the subject. We have to question our approach and methods in order to effectively implement the History syllabus. The study implies that performance in History would be better if History were not imposed on unwilling learners. If any imposition is necessary then it should be in the form of the teachers willingly working hard to make the subject more interesting and meaningful to the learners. Both the learners and the teachers have to be/feel motivated.

It should be noted that this study was very limited in terms of total number of respondents per given questionnaire and also geographical coverage. Any conclusions drawn from it may not be both binding and reflective of total reality. But one thing is certain - that - the study has acted as an indicator. Something should be done and the sonner the better. Further research is necessary and

should be done on a bigger scale. At least as many respondents as possible should come from all the 18 Primary Teachers Colleges in Kenya. It would be more ideal even to include the victims of the previous Kenya Primary Teachers Examinations. Their verdict on History at this level would be more conclusive.

Meanwhile some of these recommendations should be considered for implementation by authorities concerned:

a. History as a subject should be considered a priority almost at all levels of education in Kenyan schools.

b. Current dichotomy of streaming subjects into Science and Arts bases should only be on administrative and not on emphasis of significance and relevance with consequence of overweighing one at the expense of the other.*

c. There should be adequate learning/teaching resources more so well equipped libraries in Primary Teachers Colleges so that students can read and do more research on their own apart from normal classroom lessons.

d. Learning/teaching in the Primary Teachers Colleges should be run almost on University model so that we have ordinary tutors taking care of Tutorial groups and Lecturers and Senior Lecturers operating general Lectures.

e. Student teachers in the Colleges should specialise in Subject areas to avoid imposing subjects on those who might not have studied the subject before.

*Lest Kenya overproduces Scientists and situation arises as in India where there are many, we are told, scientists with PhD degrees without jobs.

f. There should be frequent staff seminars to in-service History teachers at all levels of education. Such seminars should be jointly organized and ran by the academics - represented by selected experts from Kenyatta University College; Professionals involved in the actual curriculum implementation i.e. Teachers/Tutors, Lecturers etc. Inspectorate staff. Such seminars should evaluate and reappraise, if necessary, current or otherwise History syllabi and methods plus teaching/learning resources going with them.

g. Products from Secondary schools find their way to Primary Teachers Colleges to train and teach History among other subjects. Forms I and 2 students do History which is not Examinable in the Kenya Certificate of Education Examination (K.C.E.). Nearly all schools start teaching examinable part of the History Syllabus at Form 3. The students do only one region apart from East Africa. This is not enough coverage especially for those who are to be teachers and are expected to teach the whole of Africa History - let alone being able to pass History in Primary Teachers College Examination. It were better if the old method were reverted to whereby students are exposed to many regions of Africa and questions are set such that examiners are expected to answer specified number of questions in specified regions - say at least a question from any three regions. This would mean starting the examinable syllabus just right from Form 1.

h. The teaching force in the country - Kenya - should be accorded one of the first, if not the first, priority in terms of status. After all it is the teachers who produce manpower to be deployed in various government department. The teachers should be given privileges and rights commensurate to their position in society. Furthermore morale could be boosted in the teaching force if promotion

were based on justice and merit. It is with such view in mind that we may consider it necessary to paraphrase what Professor William Ochieng says in his article entitled "Only exams and papers will save teachers"[I].

He talks of the imposing picture of the Permanent Secretary and intimidating structure of the Provincial Commissioner and his aides. Teachers rarely come in and yet they are perhaps the most important civil employees in Kenya. He goes on to argue that the teaching profession is riddled with frustrations. Many lack decent housing and work in remote areas without clean water or transport facilities - many teach in schools with no forms or textbooks. He points out that some teachers work under very tyrannical headmasters (and the researcher adds Principals).

Ochieng points out the bottleneck in the process of upward mobility. In Kenyan schools criteria for promotion are very subjective. Teachers are to be promoted on merit.- Merit entails loyalty to the boss. A teacher may rely on strong backing from often hostile and sometimes schizophrenic headmaster for promotion. Or a teacher is observed by inspectors who sometimes demand bribes. To become deputy headmaster, headmaster or Lecturer, a teacher may have to heap untold favours unto education officers - and in the past, some of the most hopeless people have been made headmasters. Consequently many schools, lack firm and enlightened leadership. School examinations have suffered because of tension between headmasters and their staff.

Interdictions, Ochieng says, are recommended left and right. Some headmasters befriend school boards and do nothing but trade.

In the final analysis teachers will only be happy if their promotion is based on the passing of advanced examinations and publication. Sometimes students suffer because their teachers are busy preparing for advanced examinations. Ochieng argues this is a price which Kenya must pay to maintain an enlightened profession.

i. Efforts to train teachers should be trebled[2].

j. The students at Kamagambo Teachers College seem to be disadvantaged and yet they sit the same final examinations - and then end up teaching in similar Primary schools in Kenya like any other students. It is run by The Seventh Day Advertists Mission - which seems not to provide all the necessary facilities. The Ministry of Education should see to it that facilities like syllabus, appropriate text-books are available and proper schemes of work drawm. The Teachers Service Commission could provide enough teachers who could still be subject to religious and moral demands of the institution.

All said and done, it is hoped further research might reveal more interesting and useful findings - come up with better recommendations and conclusion.

Footnotes:

1. William Ochieng is a Professor of History at Kenyatta University College, Nairobi, Kenya. He is a column writer with the Sunday Nation Newspaper. The article is on page 6 of Sunday, August 14, 1983 issue - The Ochieng View.
2. The Permanent Secretary, Ministry of Basic Education, Kenya, Mr. Leo Odero, gave a speech to members of staff plus In-service students at Asumbi Teachers College on 24-8-83.

There are 34,000 Untrained Teachers in Kenya i.e. 40% of the Teaching Force.

Efforts are being made to train them - currently there 3,000 in-service students in Kenya - Asumbi College having about 400. But the problem may spiral given current Kenya Government Policy of Compulsory retirement of 'dead wood'and also those at 55 years of age. This will involve 12,000 Teachers by December, 1983 who have to be replaced by the same number of Untrained Teachers.

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TABLES SHOWING RESULTS ANALYSIS FOR 5 COLLEGES IN KENYA PRIMARY TEACHERS EXAMINATION. 1975 - 1982

1. Tables R One to Five: Kamagambo Teachers'College
2. Tables R Six to Nine: Asumbi Teachers' College
3. Tables R Ten to Eleven: Highridge Teachers' College
4. Tables R Twelve to Fifteen: Kagumo Teachers' College
5. Tables R Sixteen to Twenty-One: Kisii Teachers' College.

For Research entitled

"AN EXAMINATION OF THE CAUSES OF LOW PERFORMANCE IN HISTORY BY CANDIDATES OF KENYA PRIMARY TEACHERS EXAMINATION".

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TABLE ONE

KAMAGAMBO TEACHERS' COLLEGE: PRIMARY TEACHER CERTIFICATE EXAMINATION 1976 AND 1977 RESULTS STATISTICAL COMPARISON

GRADE	P2'S		P1'S		COLLEGE	
Year / Subject	1976 Pass %	1977 Pass %	1976 Pass %	1977 Pass %	1976 Pass %	1977 Pass %
Practical Teaching	97.2	100.	100.	97.7	98.6	98.8
Professional Studies	23.3	72.8	69.4	93.0	46.3	82.9
English	25.0	80.0	39.0	93.0	32.0	86.5
Home Science	8.4	x	69.4	x	38.9	x
Kiswahili	65.7	57.3	52.5	81.4	59.1	69.3
General Science	75.0	87.5	75.0	97.7	75.0	92.6
Agriculture	97.2	77.6	94.5	93.0	90.6	85.3
Geography	50.0	75.0	39.0	93.0	44.5	84.0
History	3.0	75.0	30.5	72.0	16.7	73.5
Religious Education	91.7	72.8	39.0	97.3	65.3	85.0
Music	75.0	77.6	39.0	77.0	57.0	77.3
H/P.E.	55.5	75.0	63.9	97.7	59.7	86.3
Arts	5.5	93.0	33.3	86.0	19.4	84.5
Mathematics	39.0	87.5	69.4	95.3	54.2	91.4
Pass %	11.0	40.0	22.0	79.0	16.5	59.5
Referrals %	50.0	35.0	64.0	16.3	57.0	25.6
Fail %	39.0	25.0	14.0	4.7	26.5	14.8

N.B. 1. Marks for Home Science were not recorded in 1977.

2. The analysis does not include repeaters, those who were referred in the previous year.

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TABLE TWO

KAMAGAMBO TEACHERS' COLLEGE PRIMARY TEACHERS' EXAMINATION 1978 RESULTS ANALYSIS

General Class	T/Pr. 11	Pr. St. 12	Eng. 21	Kisw. 22	Scie. 31	Agri. 32	Geog. 41	Hist. 42	RE 43	Music 51	P.E. 52	Art 53	H/Sc. 54	Maths 61
1	3	2	1	1	1	-	-	-	2	-	-	-	-	2
2	3	3	5	4	3	2	2	1	5	11	-	-	1	2
3	14	9	4	4	5	9	2	3	9	10	2	-	-	5
4	12	15	19	13	20	14	20	7	13	9	22	7	5	8
5	-	1	-	1	1	6	2	13	2	1	3	10	-	9
6	-	2	2	8	2	1	6	8	1	1	5	15	-	6
%Passes	100	91	94	72	91	78	75	34	91	94	75	22	100	56
% Referred & Failed	-	9	6	28	9	22	25	66	9	6	25	78	-	44
P3 Pass	11	12	21	22	31	32	41	42	43	51	52	53	54	61
1	-	1	-	-	-	-	-	-	-	-	-	-	-	-
2	5	-	-	1	-	-	-	-	-	3	-	-	-	-
3	12	2	-	4	2	-	2	2	8	-	-	1	1	-
4	12	20	14	14	9	12	10	2	10	15	5	8	2	5
5	2	2	7	1	8	8	7	6	6	5	8	7	1	8
6	1	6	10	11	12	11	12	21	7	8	18	15	3	18
%Passes	90	74	45	61	35	39	39	13	58	58	16	29	43	16
% Passes & Failure	10	26	55	39	65	61	61	87	42	42	84	71	57	84

	P1	P2	P3	Referred	Failures
%	13	16	24	17	30

53% 17% 30%

86

GRADING KEY

Grade 1-------Very Good
Grade 2-------Credit
Grade 3-------Credit
Grade 4-------Pass
Grade 5-------Referral mark
Grade 6-------Fail

COLLEGE PERFORMANCE

General Class:

Passed P1	8
Passed P2	9
Passed P3	8
Referred	5
Failed	2

P3 Class:

Passed P2	1
Passed P3	7
Referred	6
Failed	17

TABLE THREE A

KAMAGAMBO COLLEGE 1979 RESULT

GRADE	T/Pr 11	PR.ST 12	ENG. 21	KIS. 22	SCI. 31	AGR. 32	GEO. 41	HIST. 42	R.E. 43	MUS. 51	P.E. 52	ART 53	H/SC 54	MATHS 61
1	4	0	2	0	3	0	4	0	1	0	1	1	0	0
2	11	1	5	3	7	1	5	2	2	10	10	3	0	7
3	22	11	13	9	17	9	15	11	11	23	24	11	2	18
4	46	45	41	23	38	48	26	30	43	30	32	19	6	32
5	0	12	15	15	14	12	13	14	5	10	7	20	5	8
6	0	12	7	31	12	13	20	26	21	10	9	29	8	18
TOTAL	83	83	83	83	83	83	83	83	83	83	83	83	21	83
% PASS	100.00	71.08	73.49	44.58	68.67	69.88	60.24	51.81	68.67	75.90	80.72	40.96	38.10	68.67
														G.5.F 9.64 G.6.F
% Failed	0.00	28.92	26.51	55.42	31,33	30.12	39.76	48.19	31.33	24.10	19.28	59.04	61.90	21.69

KAMAGAMBO COLLEGE 1980 RESULT

TABLE THREE B

GRADE	T/PR 11	PR.ST 12	ENG. 21	KIS. 22	SCI. 31	AGR. 32	GEO. 41	HIST. 42	R.E 43	MUS. 51	P.E. 52	ART 53	H/SC. 54	MATHS. 61
1	5	0	1	0	2	0	0	1	3	2	0	0	0	0
2	11	7	2	5	6	10	2	6	3	13	5	0	2	6
3	21	16	7	7	19	12	10	12	6	17	10	2	10	15
4	34	12	12	18	16	16	9	18	20	15	12	6	5	12
5	5	14	17	8	8	15	11	12	1.	13	6	0	6	11
6	1	15	19	9	8	7	8	7	6	4	7	3	2	2
7	0	7	11	10	8	14	12	12	8	9	14	8	4	15
8	1	7	9	20	11	4	26	10	5	5	24	59	1	17
TOTAL	78	78	78	78	78	78	78	78	78	78	78	78	30	78
% Pass	98.72	82.05	74.36	74.03	75.64	76.92	51.28	71.80	83.33	82.05	51.28	14.10	83.33	58.98
% Failed														G.7.F 19.23 G.8.F
% Failed	1.28	17.95	25.64	25.97	24.36	23.08	48.75	28.20	16.67	17.95	48.72	85.90	16.67	21.79

TABLE FOUR A
KAMAGAMBO COLLEGE 1980 RESULTS

GRADE	T/PR. 11	PR.ST. 12	ENG. 21	KIS. 22	SCI. 31	AGRI. 32	GEO. 41	HIST. 42	R.E. 43	MUS. 51	P.E. 52	ART 53	H/SC. 54	MATHS 61
1	5	0	1	0	2	0	0	1	3	2	0	0	0	0
2	11	7	2	5	6	10	2	6	3	13	5	0	2	6
3	21	16	7	7	19	12	10	12	6	17	10	2	10	15
4	34	12	12	18	16	16	9	18	20	15	12	6	5	12
5	5	14	17	8	8	15	11	12	17	13	6	0	6	11
6	1	15	19	9	8	7	8	7	6	4	7	3	2	2
7	0	7	11	10	8	14	12	12	8	9	14	8	4	15
8	1	7	9	20	11	4	26	10	5	5	24	59	1	17
TOTAL	78	78	78	77	78	78	78	78	78	78	78	78	30	78
% PASS	98.72	82.05	74.36	74.03	75.64	76.92	51.28	71.80	83.33	82.05	51.28	14.10	83.33	58.98
% Failed														G.7.F 19.23 G.8.F
% Failed	.28	17.95	25.64	25.97	24.36	23.08	48.75	28.20	16.67	17.95	48.72	85.90	16.67	21.79

TABLE FOUR B
KAMAGAMBO COLLEGE 1981 RESULTS

GRADE	T/PR 11	PR.ST 12	ENG. 21	KIS. 22	SCI. 31	AGR. 32	GEO. 41	HIST. 42	R.E. 43	MUS. 51	P.E. 52	ART 53	H/SC. 54	MATHS. 61
1	1	1	0	1	0	0	0	0	0	0	0	0	0	1
2	11	5	8	6	4	7	0	1	2	2	0	3	2	2
3	15	10	7	20	13	13	3	12	4	17	4	4	4	10
4	18	31	18	13	15	22	23	24	15	18	9	10	11	21
5	16	15	22	3	20	14	10	10	19	9	8	4	3	7
6	12	5	11	6	7	7	6	6	12	8	2	7	1	7
7	* 81	4	6	9	10	7	19	16	11	9	28	14	0	18
8	0	3	2	19	5	4	13	3	11	11	23	26	0	8
TOTAL	74	74	74	73	74	74	73	73	74	74	74	68	21	74
% Pass	97.29	90.54	89.18	67.12	79.72	85.13	67.55	73.61	70.27	72.97	31.08	41.17	100.00	64.86
														G7 F 24.32 G8 F
% Failed	2.70	9.45	10.81	32.87	20.27	14.86	43.83	26.38	29.72	27.02	68.91	58.82	0.00	10.81

TABLE FIVE

KAMAGAMBO COLLEGE 1992 RESULTS

GRADE	T/Pr 11	Pr./St 12	Eng. 21	Kis 22	Scie. 31	Agric. 32	Geog. 41	Hist. 42	R E 43	Mus 51	P.E. 52	Art 53	H/Sc. 54	Maths. 61
2	2	-	-	-	-	-	-	-	-	-	-	-	-	-
2	10	3	5	-	-	1	1	1	4	2	-	-	2	1
3	18	2	14	5	2	9	7	4	23	10	2	5	7	12
4	11	11	12	7	8	18	16	15	7	13	8	9	6	5
5	6	8	8	8	12	8	11	8	6	12	6	4	4	16
6	-	23	8	12	25	11	11	18	5	9	31	29	7	13
TOTAL	47	47	47	41	47	47	46	46	45	46	47	47	26	47
% Passes	100	51.06	82.98	48.78	48.71	74.47	76.09	60.87	88.99	80.43	34.04	38.30	73.08	72.34
% Failed	00	48.04	17.02	51.22	53.19	25.53	23.91	39.13	11.11	19.57	65.96	61.70	26.92	27.66

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TABLE SIX

ASUMBI TEACHERS COLLEGE

1975/77 PRIMARY TEACHERS EXAMINATION RESULTS (A)

CODE	SUBJECT	PASSES	REFFERALS	FAILURES	POSITION
11	Teaching Practice	178	0	4	1
12	Professional studies	172	6	4	3
21	English	164	8	10	7
22	Kiswahili	153	4	25	14
31	Science	158	17	7	6
32	Agriculture	146	24	11	10
41	Geography	173	6	3	2
42	History	152	17	15	12
43	C.R.E.	163	11	8	5
51	Music	157	14	11	8
52	P.& H. Education	139	25	17	13
53	Art Education	141	27	14	11
54	Home Science	72	8	5	4
61	Maths	153	18	11	9

1977 PRIMARY TEACHERS EXAMINATION RESULTS IN-SERVICE (B)

11	Teaching Practice	178	0	0	1
12	Professionnl Studies	158	12	8	5
21	English	168	5	5	2
22	Kiswahili	109	19	50	14
31	Science	146	23	9	7
32	Agriculture	162	12	4	3
41	Geography	102	35	41	13
42	History	134	24	18	9
43	Christian Religious Ed.	163	6	9	4
51	Music	108	37	33	12
52	P. &H. Education	131	25	22	10
53	Art Education	146	18	14	8
54	Home Science	123	29	26	11
61	Maths	154	15	9	6

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TABLE SEVEN

ASUMBI TEACHERS COLLEGE: 1978 PRIMARY TEACHERS EXAMINATION RESULTS (A)

CODE	SUBJECT	V. Good	Credits		Pass	Referred	Fail	R+F	Position
		1	2	3	4	5	6	5+6	
11	Teaching Practice	7	24	80	99	0	2	2	
12	Professional Studies	17	29	56	90	11	9	20	
21	English	9	32	66	70	10	24	34	
22	Kiswahili	7	29	56	78	9	32	41	
31	Science	9	17	29	79	37	42	79	
32	Agriculture	1	18	54	87	24	29	53	
41	Geography	12	31	36	95	22	17	39	
42	History	1	8	28	76	43	56	99	
43	Christian Religious Education	5	18	58	98	13	20	33	
51	Music	9	23	41	77	24	38	62	
52	P. & H.Education	0	8	25	124	20	35	55	
53	Art Education	11	41	52	69	24	16	40	
54	Home Science	3	10	12	33	8	9	17	
61	Maths	2	16	23	81	32	58	90	

1979 RESULTS (B)

11	Teaching Practice	4	29	64	136	2		2	1
12	Professional Studies	7	34	85	97	5	6	11	3
21	English	3	21	64	113	21	12	33	6
22	Kiswahili	7	46	80	70	12	17	29	5
31	Science	2	32	76	79	28	16	44	10
32	Agriculture	13	29	73	85	22	14	36	8
41	Geography	2	11	56	94	48	25	73	12
42	History	1	15	28	77	58	57	115	14
43	Christian Religious Education	12	24	71	101	12	13	25	4
51	Music	0	9	60	95	29	40	69	11
52	P.& H. Education	15	56	71	82	4	6	10	2
53	Art Education	0	0	33	97	61	42	103	13
54	Home Science	0	3	25	31	15	19	34	7
61	Maths	10	43	75	66	11	28	39	9

95

TABLE EIGHT

ASUMBI TEACHERS COLLEGE: 1980: KENYA PRIMARY TEACHERS EXAMINATION RESULTS

CODE	SUBJECT	V.Good	Passes					Failures			Merit Position
		1	2	3	4	5	6	7	8	7 + 8	
11	Teaching Practice	14	32	77	104	10	1	0	0	0	1
12	Professional Studies	2	22	52	46	44	42	15	16	31	2
12	English	1	17	46	58	53	33	15	16	31	3
22	Kiswahili	6	35	60	58	21	17	11	31	42	6
31	Science	3	16	43	59	28	18	30	42	72	10
32	Agriculture	7	41	53	60	33	13	17	15	32	4
41	Geography	1	20	43	35	28	15	40	57	97	12
*42	History	2	19	48	64	32	20	29	25	54	8*
43	Christian Religious Educ.	3	26	60	66	31	21	20	12	32	5
51	Music	12	14	55	61	31	12	19	34	53	7
52	Physical & H.Education	0	14	43	42	23	36	38	43	81	11
53	Art Education	1	8	28	34	13	10	46	99	145	13
61	Maths	11	30	62	26	27	23	21	38	59	9

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TABLE NINE

ASUMBI TEACHERS COLLEGE

1982: KENYA PRIMARY TEACHERS EXAMINATION RESULTS

Code	Subjects	V.Good 1	Credits 2	3	Pass 4	Weak Pass 5	Failure 6	TOTAL	NATIONAL POSITION OUT OF 18 PRIMARY COLLEGES 1982	1981	1981 * INTERNAL POSITION
11	Teaching	6	104	154	67	44	4	379	-	-	2
12	Professional Studies	2	71	116	79	60	51	379	11	14	5
21	English	1	26	76	66	99	111	379	17	8	4
22	Kiswahili	10	54	77	58	58	121	378	14	8	12
31	Science	8	36	74	54	84	122	378	10	2	8
32	Agriculture	11	64	109	71	67	57	379	13	4	3
41	Geography	6	60	96	96	60	61	379	17	15	10
42	History	5	70	102	65	30	86	378	13	15	11
43	Christian Religious Education	1	24	87	88	95	83	278	17	17	13
51	Music	9	54	94	68	60	91	276	15	3	5
52	Physical & Health Education	0	20	50	73	39	198	380	16	17	14
53	Art Education	4	63	109	65	33	104	378	8	11	9
54	Home Science	11	73	105	75	59	55	378	11	4	1
61	Mathematics	10	51	95	52	101	67	376	10	10	7

*Arrived at after awning up candidates with grades 6, 7,8.

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TABLE TEN

HIGHRIDGE TEACHERS COLLEGE 1981 PRIMARY TEACHERS COLLEGE EXAMINATION RESULTS: SUBJECT MERIT

EXTERNAL MERIT	SUBJECT	PASS	REFER	FAIL	EXTERNAL MEAN H.T.C.	Highest	Lowest
1	Agriculture	154=89%	14=8%	5=3%	45.82	45.20	40.04
3	P.&.H. Education	130=75%	29=17%	14=8%	37.33	42.67	27.59
4	History	156=90%	10=6%	7=4%	43.35	45.55	36.63
4	Kiswahili	139=80%	20=12%	14=8%	44.92	46.68	36.85
8	Home Science	158=91%	7 =4%	8=5%	53.28	61.25	47.34
12	CRE	157=92%	8 =5%	5=3%	47.94	56.67	40.24
12	Geography	133=77%	21=12%	19=11%	45.62	55.68	38.47
13	English	151=87%	18=11%	4=2%	42.80	47.85	41.41
13	Maths	139=80%	25=14%	9=6%	52.08	57.16	44.96
15	Art	118=68%	29=17%	26=15%	32.99	45.18	28.12
15	Music	125=72%	21=12%	27=16%	40.50	46.52	39.52
16	Science	130=75%	30=17%	13=8%	32.17	37.37	30.84
17	Prof. Studies	161=93%	4=2%	8=5%	37.29	43.13	37.04

HIGHRIDGE TEACHERS COLLEGE: 1982 PRIMARY TEACHERS EXAMINATION RESULTS: SUBJECT MERIT (TABLE ELEVEN)

SUBJECT	EXTERNAL MERIT ORDER	PASS %	FAIL %	1981 POSITION
1. Home Science	1	104=94.55%	6 = 5.45	8
2. Physical & Health Education	1	98=89.10	12 =10.90	3
3. Agriculture	2	98=89.10	12 =10.90	1
4. Science	2	83=75.45	27 =24.55	16
5. Professional Studies	4	103=93.64	7 = 6.36	17
6. History	4	100=90.91	10 = 9.09	4
7. Music	5	104=94.55	6 = 5.45	15
8. Art	5	92=83.64	18 =16.36	15
9. Geography	6	104=91.55	6 = 5.45	12
10. English	8	91=82.73	19=17.27	13
11. Kiswahili	9	90=81.82	20=18.18	4
12. Mathematics	11	100=90.91	10=9.09	13
13. Religious Education	13	90=81.82	20=18.18	12

F.

TABLE TWELVE

KAGUMO TEACHERS COLLEGE

MARCH 1980 PRIMARY TEACHERS EXAMINATION RESULT: SUBJECT ANALYSIS

		V. Good 1		Credit 2			Pass 4		5		6		Referral 7		Fail	%	Total	Rank
11	Teaching Practice	9	3.36%	36	14.52%	92	37.10%	90	36.29%	18	7.26%	1	0.40%	2	0.80%			248	1
12	Professional Studies	11	4.44%	42	16.94%	76	30.65%	49	19.76%	31	12.50%	29	11.69%	7	2.82%	3	1.21	248	3
21	English	7	2.82%	32	12.90%	57	22.98%	77	31.05%	32	12.90%	25	10.08%	13	5.24%	5	2.02	248	5
22	Kiswahili	17	6.85%	52	20.97%	67	27.02%	45	18.15%	25	10.08%	14	5.63%	15	6.05%	13	5.24	248	8
31	Science	6	2.42%	55	22.18%	45	18.15%	55	22.18%	27	10.89%	23	9.27%	23	9.27%	14	5.65	248	9
32	Agriculture	14	5.65%	42	16.94%	65	26.21%	55	22.18%	32	12.90%	20	8.06%	14	5.65%	6	2.42	248	6
41	Geography	7	2.82%	43	17.34%	57	22.98%	46	18.55%	27	10.89%	20	8.06%	23	9.27%	25	10.08	248	11
*42	History	5	2.02%	33	13.31%	55	22.18%	70	28.23%	36	14.52%	12	4.84%	22	8.87%	15	6.05	248	10*
43	Religious Education	37	15.10%	46	18.78%	76	31.02%	49	20.00%	17	6.94%	14	5.71%	5	2.05%	1	0.41	245	2
51	Music	16	6.45%	29	11.69%	56	22.58%	63	25.40%	42	16.94%	13	6.24%	18	7.26%	11	4.44	248	7
52	Physical Health Educ.	10	4.03%	46	16.13%	53	21.37%	53	21.37%	20	8.06%	19	7.66%	19	7.66%	31	12.50	248	14
53	Art	11	4.44%	43	17.34%	75	30.24%	43	17.34%	13	5.25%	8	3.21%	28	1.29%	27	10.89	248	13
54	Home Science	32	12.90%	74	29.03%	72	29.03%	29	11.69%	29	11.69%	13	5.24%	13	5.24%	3	1.21	248	3
61	Maths	10	4.03%	36	14.52%	64	25.81%	42	16.94%	26	10.48%	20	8.06%	25	10.08%	25	10.08	248	11

*National rank 11th out of 18 Colleges.

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TABLE THIRTEEN

1980 KAGUMO COLLEGE POSITION BY SUBJECTS IN ALL THE 18 PRIMARY TEACHERS COLLEGES

CODE	SUBJECT	ALL COLLEGES MEAN SCORE	KAGUMO COLLEGE MEAN SCORE	BEST COLLEGE MEAN SCORE	KAGUMO POSITION
43	Religious Education	51.20	57.82	57.82	1st
22	Kiswahili	48.82	52.73	52.73	1st
32	Agriculture	40.03	42.08	43.09	3rd
53	Art Education	33.91	37.15	41.01	3rd
31	Science	39.24	40.93	43.10	4th
12	Professional Studies	42.11	43.71	45.44	5th
21	English	42.11	42.87	46.33	6th
61	Mathematics		45.67	53.12	6th
41	Geography	36.16	38.37	41.63	6th
51	Music	46.73	47.94	51.95	7th
52	Physical & Health Educ.	35.02	36.42	40.40	7th
54	Home Science	51.73	53.16	57.61	7th
42	History	39.35	39.29	43.11	11th

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TABLE FOURTEEN

(A)

MARCH 1982 PRIMARY TEACHERS EXAMINATION RESULTS

ANALYSIS: KAGUMO COLLEGE INTERNAL SUBJECTS MERIT RANK FOR THE LAST FIVE YEARS

CODE	SUBJECT	1978	1979	1980	1981	1982
11	Practical Teaching	5	11	2	5	3
12	Professional Studies	4	12	5	6	9
21	English	1	9	7	4	5
22	Kiswahili	9	10	4	13	12
31	Science	11	6	14	12	13
32	Agriculture	8	4	6	3	7
41	Geography	3	8	12	10	6
42	History	14	13	10	7	8
43	Christian R. Education	2	1	1	1	2
51	Music	7	5	8	11	1
52	Physical & H. Education	12	2	11	9	10
53	Art Education	10	7	9	14	14
54	Home Science	12	14	2	2	4
61	Maths	13	3	13	6	11

KAGUMO COLLEGE SUBJECTS MERIT RANK IN THE 18 COLLEGES FOR THE LAST FOUR YEARS

		1979	1980	1981	(B) 1982
12	Professional Studies	14	5	2	8
21	English	10	6	2	2
22	Kiswahili	5	1	3	11
31	Science	2	4	5	8
32	Agriculture	2	3	5	11
41	Geography	3	6	7	11
42	History	5	11	5	8
43	Christian Religious Educ.	1	1	3	2
51	Music	6	7	10	1
52	Physical & H. Education	7	7	2	8
53	Art Education	6	3	9	14
54	Home Science	12	7	2	7
61	Maths		6	3	9
	OVERALL MERIT	2	2	1	9

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TABLE SIXTEEN

KISII TEACHERS' COLLEGE

1975/77 PRIMARY TEACHERS' EXAMINATION RESULTS ANALYSIS

CODE	SUBJECT	TOTAL	PASSED	%	REFERRED	%	FAILED	%	POSITION
11	Teaching Practice	101	99	98.02	-	-	2	1.98	1
12	Prof. Studies	101	89	88.11	9	8.90	3	2.98	4
21	English	101	93	92.07	5	4.95	3	2.98	3
22	Kiswahili	101	80	79.21	7	6.93	14	13.86	6
31	General Science	101	80	79.21	10	9.90	11	10.89	6
32	Agriculture	101	80	79.21	9	8.91	12	11.88	6
41	Geography	101	86	85.15	4	3.96	11	10.89	5
42	History	101	70	69.31	9	8.91	2	21.78	14
43	Religious Education	101	95	94.06	3	2.97	3	2.97	2
51	Music	101	63	62.37	25	25.75	12	11.88	11
52	P.E. & H.E.	101	71	70.29	25	24.75	5	4.96	11
53	Art Education	101	76	75.25	13	12.87	12	11.88	11
54	Home Science	33	26	78.78	4	12.12	3	9.1	9
61	Mathematics	101	78	77.23	15	14.85	8	7.92	10

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TABLE SEVENTEEN

KISII COLLEGE

1979 MARCH - EXAMINATION RESULTS ANALYSIS

CODE	SUBJECT	1	2	3	4	5	6	INTER. COLLEGE MERIT ORDER OF 18 COLLECES.
11	Teaching Practice	1	12	32	47	2	-	4
12	Prof. Studies	1	9	33	41	4	6	13
21	English	3	12	32	38	3	6	11
22	Kiswahili	1	11	22	34	19	7	15
31	Science	-	6	25	40	11	12	17
32	Agriculture	5	16	32	33	6	2	6
41	Geography	6	17	33	19	11	8	5
42	History	2	18	29	20	16	9	6
43	Religious Education	5	9	26	41	2	11	12
51	Music	12	21	28	28	4	1	1
52	Physical & H. Educ.	7	20	31	30	-	6	6
53	Art Education	1	10	17	35	19	12	15
54	Home Science	-	3	8	8	4	4	11
61	Mathematics	5	18	32	20	10	9	9

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TABLE EIGHTEEN

KISII COLLEGE

KENYA PRIMARY TEACHERS MARCK 1980 EXAMINATIONS RESULTS

ANALYSIS RESULT BY CREDIT MERITS AND POSITIONS: COLLEGE NO.10

CODE	SUBJECT	DISTICTION	CREDIT	PASSES	FAILURES	SUBJ. POSITION	NATION POSITI
11	Teaching Practice	8	80	71	2	1	4
12	Professional Studies	9	60	70	22	10	12
21	English	4	53	82	22	7	10
22	Kiswahili	6	62	56	35	7	10
31	Science	6	64	56	35	7	10
32	griculture	3	64	62	32	7	10
41	Geography	4	65	55	37	4	7
42	History	3	39	81	38	14	16
43	Christian Religious Ed.	2	52	82	25	11	13
51	Music	10	61	66	24	6	9
52	P. & Health Education	5	51	62	43	11	13
53	Art Education	5	60	57	33	1	4
54	Home Science	4	40	22	6	1	4
61	Mathematics	7	73	47	34	4	7

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TABLE TWENTY ONE

KISII COLLEGE: KENYA NATIONAL EXAMINATION: SUBJECT PERFORMANCES (NATIONAL) FOR LAST 4 YEARS

CODE	SUBJECT	1982	1981	1980	1979
11	Teaching Practice	-	-	-	-
12	Professional Studies	13	16	12	13
21	English	5	12	10	11
22	Kiswahili	17	18	15	15
31	Science	14	18	10	17
32	Agriculture	16	18	10	6
41	Geography	7	17	7	5
42	History	15	17	16	6
43	C.Religious Educ.	11	9	12	12
51	Music	10	9	9	1
52	Physical & H. Educ.	12	12	13	6
53	Art	10	8	4	15
54	Home Science	13	14	4	11
61	Maths	5	11	7	9
	COLLEGE POSITIONS				
	OUT OF 18 COLLEGES	13	17	10	9

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TABLE FIFTEEN

KAGUMO COLLEGE: MARCH 1982 PRIMARY TEACHERS EXAMINATION RESULT: SUBJECT RESULT ANALYSIS

Code	Subject	DISTINCTION 1		CREDIT 2		4		PASS 5		FAIL 6		Total		Internal Merit Gross Points	Rank
51	Music	24	6.05%	141	35.52%	143	36.02%	39	9.82%	28	7.05%	22	5.54%	397	100%	1163	
43	CRE	33	8.62%	111	28.98%	112	29.24%	55	14.36%	44	11.49%	28	7.31%	383	100%	1199	2
11	Teaching Practice	4	1.00%	80	20.15%	189	47.61%	72	18.14%	49	12.34%	3	0.76%	397	100%	1282	3
54	Home Science	19	4.83%	102	25.95%	103	26.21%	74	18.83%	56	14.25%	39	9.92%	393	100%	1342	4
21	English	3	0.76%	114	28.72%	111	27.76%	69	17.36%	72	18.14%	28	7.05%	397	100%	1368	5
41	Geography	25	6.31%	73	18.43%	101	25.51%	105	26.52%	40	10.10%	52	13.13%	396	100%	1406	6
32	Agriculture	11	2.77%	74	18.64%	135	34.01%	71	17.88%	56	14.11%	50	12.59%	397	100%	1428	7
42	History	2	0.51%	82	20.71%	120	30.30%	91	22.98%	54	13.64%	47	11.87%	396	100%	1442	8
12	Professional Studies	-	-	91	22.92%	100	25.19%	78	19.65%	92	23.17%	36	9.07%	397	100%	1470	
52	P.E./H.E.	-	-	78	20.00%	92	23.59%	90	23.00%	53	13.59%	77	19.74%	390	100%	1519	10
61	Maths	10	2.52%	53	13.35%	102	25.69%	52	13.10%	126	31.74%	54	13.60%	397	100%	1584	11
21	Kiswahili	5	1.26%	12	10.61%	84	21.21%	71	17.93%	83	20.96%	111	28.03%	396	100%	1706	12
31	Science	8	2.02%	44	11.08%	79	19.90%	48	12.09%	90	22.69%	128	32.24%	397	100%	1743	13
53	Art Education	3	0.76%	46	11.39%	82	20.65%	71	17.88%	46	11.59%	149	37.53%	397	100%	1749	14

NB: Gross points were computed to rank subjects internally, thus

Music: Grade point: 1 2 3 4 5 6

24 141 143 39 28 22 = 1163

Product 24 282 429 156 140 132

TABLE NINETEEN

KISII COLLEGE 1981, MARCH EXAMINATION RESULTS ANALYSIS: RESULT BY SUBJECT AND GRADES.

CODE	SUBJECT	DISTINC-TION.	CREDIT		PASS		REFERAL		FAILURE	TOTAL	PASS	REF	FAIL	% PASS	% REF	% FAIL	MERIT
		1	2	3	4	5	6	7	8								
11	Teaching Practice	6	21	46	37	23	37	3	2	156	160	3	2	96.97	1.81	1.21	1
21	Professional Studies	5	22	33	37	33	12	12	11	165	142	12	11	86.06	7.27	6.66	3
21	English	5	26	31	30	29	17	12	15	165	138	12	15	83.63	7.27	9.09	4
22	Kiswahili	5	8	18	37	13	17	24	43	165	98	24	42	59.39	14.54	26.06	14
31	Science	3	15	17	38	22	13	22	35	165	108	22	35	65.45	13.66	21.21	11
32	Agriculture	4	18	38	37	19	7	21	21	165	123	21	21	74.54	12.72	12.72	9
41	Geography	-	16	26	42	11	12	14	39	165	107	19	39	68.84	11.59	23.68	10
42	History	1	12	30	50	26	9	21	16	165	128	21	16	77.57	12.72	9.69	7
43	Christian Religious Ed.	10	19	41	39	24	12	7	13	165	145	7	13	87.87	4.23	7.87	2
51	Music	11	24	38	33	21	8	9	21	165	135	9	21	81.81	5.25	12.72	5
52	Physical & H. Educ.	10	15	32	27	13	5	27	36	165	102	27	36	61.81	16.36	21.81	13
53	Art Education	7	32	22	39	16	8	18	23	165	124	18	23	75.15	10.90	13.15	8
54	Home Science	5	7	14	4	9	9	7	5	165	53	7	5	81.53	10.76	7.68	6
61	Mathematics	7	18	33	38	12	10	37	20	165	108	37	20	65.45	22.72	12.12	11

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TABLE TWENTY

KISII COLLEGE MARCH, 1982 EXAMINATION RESULTS

RESULT BY SUBJECT AND GRADES

CODE	SUBJECT	DISTICTION		CREDIT		PASS	FAIL	TOTAL	PASS TOTAL	PASS %	FAIL TOTAL	FAIL %
		1	2	3	4	5	6					
11	Teaching Practice	13	82	123	51	23	1	293	292	99.7	1	0.3
12	Prof. Studies	0	57	59	61	64	42	793	251	85.7	42	14.3
21	English	1	85	81	37	50	39	293	254	86.7	39	13.3
22	Kiswahili	4	27	55	55	60	92	293	201	68.6	92	31.4
31	Science	3	19	54	36	65	116	293	177	60.4	116	39.6
32	Agriculture	5	32	91	63	42	60	293	233	79.5	60	20.5
41	Geography	15	77	76	67	36	22	293	271	92.5	22	7.5
42	History	1	46	82	60	33	71	293	222	75.8	71	24.2
43	Religious Education	3	40	91	57	49	50	390	240	82.9	50	17.1
51	Music	7	60	94	43	49	40	293	253	86.4	40	13.6
52	P. & Health Education	0	36	59	53	29	116	293	177	60.4	116	39.6
53	Art Education	4	37	75	41	30	105	293	187	64.2	105	35.8
54	Home Science	6	49	82	62	51	43	293	250	85.4	43	14.6
61	Maths	9	49	13	49	81	41	292	251	86.1	41	13.9